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ABSTRACT

Written to meet the demand for a publication that provides the specifics needed to apply for local, state, or federal funds, this booklet offers assistance in grantsmanship from proposal development through processing. Designed for use as an instructional manual, the booklet is divided into sections, each of which addresses a critical aspect of the grantsmanship process in a question and answer format. Each section concludes with a summary of the salient points addressed, supplementary assignments, and a list of reference materials. Specific topics discussed include: (1) identifying the problem; (2) identifying appropriate sources of funds; (3) planning and developing proposal abstracts; (4) writing a proposal introduction; (5) justifying the need for a grant; (6) writing program goals and objectives; (7) preparing documentation to support the proposal; (8) developing a management plan; (9) dealing with budget problems; and (10) preparing the evaluation section of the proposal. The booklet also contains a proposal checklist that sequences the activities that must be completed and suggestions for dealing with proposal rejection and approval. Extensive appendixes provide sample materials, further guidelines, and proposal criteria from various governmental agencies. (FL)

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HOW TO WRITE AND PROCESS A COMPETITIVE GRANT PROPOSAL

Guidelines For Funds Seekers

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January 1981

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PREFACE

Grantsmanship, formerly the province of a few individuals, has been foisted upon administrators and supervisors. Grant writing requires the responsible individual be a proficient writer who is thoroughly familiar with a repertoire of managerial skills. Accordingly, the intent of this volume, How to Write and Process a Competitive Grant Proposal, is to assist those who must prepare local, state and/or federal grant applications. The neophyte is provided with a simple step-by-step procedure for writing and processing an application. The experienced grantsperson will glean a variety of strategies which will enhance subsequent efforts.

The text is designed for use as an instructional manual. Each section addresses a critical aspect of the grantsmanship process in the form of a question and answer format, concluding with a summary of the salient points addressed, supplementary related assignments, and other sources of reference material.

To secure the greatest benefit in preparing and processing a proposal, the reader should:

1. Read each section.
2. Perform all required assignments.
3. Read the specified reference materials.
4. Draft that aspect of the proposal which is consistent with the section.
5. Perform other related assignments.

In essence, what is presented is an overall management plan which addresses each critical writing and process element and includes examples which help to clarify some of the more abstract concepts. The essential elements addressed include:

- Identification of the problem.
- Identification of appropriate sources of funds.
- Plan and development of proposal abstract.
- Proposal introduction.
- Justification of local need.
- Program goals and objectives.
- Methods, activities, and strategies to achieve outcomes.
- Management plan.
- Budgetary considerations.
- Evaluation plan.

To ensure maximum assistance to the reader, other supplementary aids are included in the text:

- A proposal checklist, to provide for self evaluation of one's final product and a critique by others so that the proposal is as sound as possible.
- A reference bibliography, to provide accessibility to all sources of reference cited in the text.

- An annotated bibliography, to identify other critical sources of information, provide brief descriptors, and highlight implications for the grant writer.
- Appendices, to provide a variety of other support information.
- An index, to provide ready identification and location of any important aspect of the text.

ACKNOWLEDGEMENTS

During the past 15 years, I have gradually made a transition from teaching to grant writing, resulting primarily from my appointment as Director of Research and Evaluation for the Township of Ocean School District, Oakhurst, New Jersey. One of my functions as Director of R&E has been to assist staff members who wished to submit a grant application. Really, the involvement was a two-way process. While I may have provided some assistance to the staff members, I was also afforded an opportunity to sharpen my grant writing skills. To those staff members who endured my "blue panciling" a sincere debt of gratitude.

Another source of inspiration and assistance was provided by staff members of the former Office of Program Development in the New Jersey Department of Education. Those dedicated educators, who launched the Title III/IV-C program of the Elementary and Secondary Education Act, critiqued and required me to make my applications logical and explicit. Much of what is expressed in this text is attributable to the guidance of Bob Ward, Evelyn Ogden, Jean Sadenwater, Eileen McAvoy, Dorothy Soper and Ron Lesher. Bless you all.

And finally, special acknowledgement must be accorded to the following individuals:

Dr.Lillian White-Stevens — a personal friend and professional colleague who has helped me to make this text, and all previous publications, palatable for human consumption.

Mrs.Margaret Campbell — for typing and retyping the manuscript.

Gail Sathmary — for the illustrations which make the dry manuscript more appealing to the reader.

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CHAPTER I

WHAT"S ALL THE FUSS ABOUT THE NEED FOR GRANTSMANSHIP SKILLS?

"Gee..! The funding process is complex!

It wasn't too many years ago that one who desired to obtain state or federal funds had but to submit a brief description of local needs and a simple plan of action. Times have changed dramatically! The process has become far more complex.

One or two page proposals are no longer acceptable. Present-day applications usually request an abstract or introduction of one or two written pages. The applicant must also provide a comprehensive plan which details need, goals and objectives, methods, evaluation, and budget.

In addition, the applicant must become thoroughly conversant with bureaucratic jargon and a very complex grantsmanship process. Colleges and universities, now cognizant of the need for grantsmanship skills, have infused proposal writing into existing institutional offerings. Regional and national conferences and seminars are being conducted with increased frequency, not only to initiate the novice preparing to write his/her first proposal, but also to provide the more skilled writer with insight into the ever-increasing complexities of grantsmanship.

To complicate matters, the era of austerity is upon us. The attitude that school districts and agencies are reticent to apply for state and federal funds because "big brother" will be directing and monitoring our efforts is a thing of the past. The new direction is to seek any and all funds. To this end, new administrative positions are created, such as "Director of State and Federal Funds." Consequently, grant writers have become much more sophisticated and have made the pursuit of limited funds very competitive.

Thus, whether you are neophyte, or an experienced proposal writer, it is essential that you develop expertise, so that you can acquire the funds needed to resolve an existing problem, or to remediate a local need. The primary intent of How to Write and Process a Competitive Grant Proposal is to provide this expertise through a variety of skills and information so that you can enter this highly competitive field with a feeling of confidence. And for those who are experienced writers, the information should sharpen your skills and provide a few new strategies to improve the overall quality of subsequent proposals.

SUMMARY

Each year the numbers vying for state or federal funds increase and the competition for limited funds becomes more keen. Consequently, educators must expand their knowledge if they desire to enter the field of grantsmanship. How to Write and Process a Competitive Grant Proposal has been written for that specific purpose. Reading carefully the contents of this publication and performing the reading and writing assignments at the end of each section should enable you to develop a variety of grant writing skills which will enhance your funding efforts.

CHAPTER I: ASSIGNMENTS AND REFERENCES

Assignments

1. Read one or two additional primers which explain the grantsmanship process and detail the essentials of a sound proposal.

Sources of Reference:

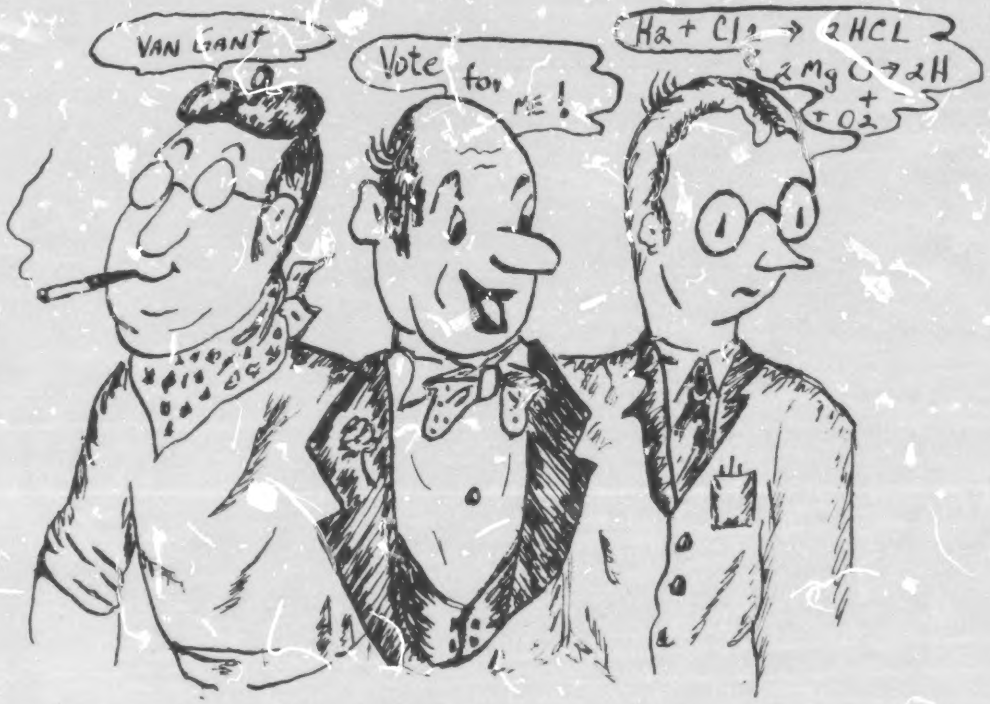
1. "Grantsmanship: How to Get the Competitive Edge," Education Funding News, November 7, 1979.

POINTS TO REMEMBER

.ACQUIRE GRANTSMANSHIP SKILLS BEFORE PURSUING FUNDS

CHAPTER II

WHY IS GRANTSMANSHIP CALLED A SCIENCE, AN ART AND A POLITICAL ENDEAVOR?



The procurement of local, state, or federal funds requires the skills of a scientist, the creativity and ingenuity of an artist, and the savoir faire of a politician. Application development is a science in that it requires a rigorous, logical development of the proposal components. The contributions of art lie in the ability of the writer to convert a "dry" scientific report to one which reflects a humanistic innovative approach to the resolution of an important school-community need. Finally, the possession of political acumen may be the essential ingredient which turns failure into success.

The science of grantsmanship presupposes that the writer is not only conversant with "needs assessment," "behavioral objectives,""methods," "evaluation," and "budgetary considerations," but must be able to interrelate all of the process steps with the existing problem. There should be a logical flow from the beginning to the end of the proposal so that the reviewers can clearly identify the problem and follow the step-by-step procedure which should result in the resolution of the problem.

The "art" of grantsmanship may be defined as the meaningful manipulation of words which highlight the national import of the proposal. Given two proposals that address the same problem and use the same procedural format, one proposal may be a "winner" and the other may be given little more than a quick review and rejected. A careful comparison of the two proposals would reveal that the "winner":

.Used a "catchy" title which encompassed one or more of the application priority areas. For example, the author devised the following title for two staff members whose proposal was funded, "High School Students Provided Career Education Experiences in Early Childhood Development."[1] During the year of the proposal the New Jersey Department of Education identified "Career Education" and "Early Childhood Development" as two priority areas.
(It should be noted that the reviewer of proposals gives extra consideration to applications that focus on priority areas.) Additionally, the title included a very important educational concept — the use of peer teaching, since recent Title I and Follow Through studies have identified peer teaching as an exemplary strategy. Research studies reveal that not only did the students that were taught improve, but their peer teachers also made significant gains. Truly, the title used can have an impact on the reader. While it may not ensure funding, at least the reviewer will read your proposal more carefully.

.Incorporated information indicating the credibility of the school district/agency to accomplish successfully the stated goals and objectives. A proven "track record" will definitely enhance funding. (This information should be included early in the proposal — preferably in the abstract and/or introduction.)

.Expanded the "needs assessment" section beyond local need, indicating how the solution of the problem could apply to a larger target population. Remember funding agencies have a vested interest. True, they would like to help local districts, but they are interested in the "broader picture." Will the solution be transportable (i.e., can it be of benefit to other districts)?

.Provided evidence that some products would be developed which could be used by other districts with a similar problem.

The political aspect of grantsmanship does not imply that one contact state and federal representatives to intervene on behalf of an application. This practice is questionable because the process usually involves the submission of a form letter on your behalf, unless the representative "chairs" a committee which appropriates funds in the category encompassing your application.

It is suggested that the applicant employ some of the strategies that politicians or businessmen employ successfully, such as:

---

[1] Mary Jo Blair and John Mathews, Teacher Innovation Program, November 20, 1972.

.Exploiting an enviable "track record" with state and federal authorities. While reviewers adhere stringently to application criteria, it is common practice for sponsoring agencies to reflect upon, and to give extra consideration for, the accomplishments of a district or agency in the past.

.Seeking assistance in the preparation of your application. Many sponsoring agencies conduct workshops: to elaborate upon priority areas, to explain the review process, and to provide technical assistance. Avail yourself of such assistance,when offered. Not only will involvement result in a more competitive proposal, but, you will also be personally "touching base" with some individuals who are involved in the application review process.

In other words, the art of politicking involves the use of a variety of strategies which afford you an opportunity to meet with and impress those individuals who make decisions on funding.

SUMMARY

Grantsmanship is a science, an art and a political endeavor: the scientific aspect requires a knowledge of the component parts of an application and the ability to interrelate logically all process steps. The art necessitates the interweaving of factual information about local need with evidence that the project addresses priority concerns and will impact upon a broad geographic area. And finally, the political aspect implies that the grantee will use a variety of public relations strategies to convince the proper authorities that the project will be a winner.

CHAPTER II: ASSIGNMENTS AND REFERENCES

Assignments:

1. Provide a written rationale for documenting a needs assessment in terms of national as well as local need.
2. Identify and discuss state and national educational priorities.

Sources of Reference:

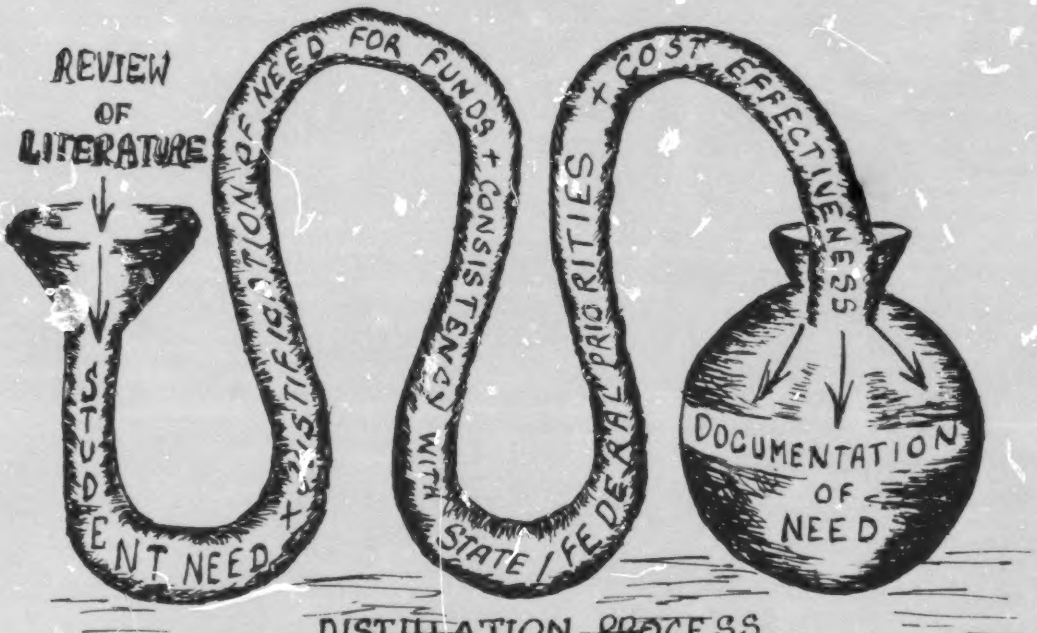
1. Decker and Decker, *The Funding Process: Grantsmanship and Proposal* Development, 1978. pp.6-7.

POINTS TO REMEMBER

.MASTER THE SCIENTIFIC, ARTISTIC, AND POLITICAL SKILLS NEEDED TO DEVELOP A SOUND PROPOSAL

CHAPTER III

WHAT IS THE FIRST STEP IN PREPARING A COMPETITIVE PROPOSAL?


REVIEW OF LITERATURE
STUDENT NEED
+ JUSTIFICATION OF NEED FOR FUNDS
+ CONSISTENCY WITH STATE / FEDERAL PRIORITIES
+ COST EFFECTIVENESS
DOCUMENTATION OF NEED

DISTILLATION PROCESS

Two adages should be borne in mind: "Nothing ventured, nothing gained"; and, "Haste makes waste." The first adage implies that one can never be successful without putting forth effort; the second adage, however, cautions that success requires careful planning. Careful planning presupposes the writer has clearly identified the problem to be addressed. Careful preplanning will ensure that your proposal is competitive, that is, one which will be reviewed in detail by the readers because of its overall quality.

The first step in the grantsmanship process is critical: identification of the problem you desire to address. Without careful, logical pre-planning the foundation of your proposal will be faulty, enhancing the likelihood of rejection. The following guidelines will help to ensure a sound foundation.

CONCEIVE AN INNOVATIVE IDEA

Funding agencies are interested in new approaches to education. They will fund "spin-offs" from previous research studies and exemplary projects, but they are primarily concerned with broadening the educational horizon. Therefore, try to conceive an original idea — an idea so unique that it compels the sponsoring agency reviewers to say, "This proposal is worthy of careful consideration." It's easy to say, conceive an innovative idea, but how does one go about doing just that?

Dovetail Your Problems with Agency Priorities

Assume that you are teaching mathematics and that you have developed what you believe to be an innovative approach to individualized instruction. Assume also that you are planning to compete for a State Department of Education grant for developmental funds.

Your first concern should be consistency of what you plan to do with the priorities established by the funding agency. Read the application carefully, especially the section which addresses the agency's priorities. Then, review your problem or approach. Are there common grounds for integrating your thrust with agency priorities? If compatibility does not exist, then search for another source of funds. If compatibility does exist, then "you are on target."

An example of dovetailing your idea with agency priorities: you desire funding to explore a new approach to individualizing mathematics instruction. A review of the agency priorities indicates they will "weight"[1] those applications that address:

.Basic skills problems
.Educationally deprived students
.School-community involvement
.Handicapped students
.Peer teaching

After considerable thought, you decide that your idea is consistent with one or more of the priority areas and you tentatively select the following application topic: "A Parent-Student Tutorial Plan for Improving the Mathematics Performance of the Educationally Deprived." Let's analyze the title; it addresses not "1,""2," or "3," but 4 of the 5 priority areas — basic skills, educationally deprived, school community involvement, and peer teaching.
(Note: This is part of the "art" of writing a grant proposal. The uninformed might be addressing the same idea and entitle the proposal, "An Innovative Approach to Individualizing Mathematics Instruction." Which title generates your interest?)

Review the Literature

Now that you have selected your topic, you must review the literature to ensure that your idea is original or innovative. This step is critical. In the author's opinion, failure to document careful review of the literature related to the problem area is the prime reason for application rejection.

---

[1] "Weighting an application" means that proposal reviewers have been advised to award extra points to those applications which include one or more of the priority areas.

One of the intents of making state and federal funds available is to stimulate the development of new ideas and to expand upon existing innovative approaches. Funding will most likely be denied if it appears that the writer is "reinventing the wheel", or if your idea is not documented since most agency reviewers will not be familiar with the problem you desire to address. Thus, it is essential you review current periodicals and publications to ensure that your project is somewhat original.[1]

A word of clarification regarding ideas which are fundable is in order. There is a common misconception that only original ideas are funded. This is not true. "Spin-offs" from original ideas are not only accepted, they are encouraged. (This type of an approach to a problem area is referred to as "programmatic research," that is, a series of coordinated investigations related to one area.) An example will clarify: you desire to pursue the former hypothetical idea — peer teaching and mathematics instruction. A review of the literature indicates that one or more investigators have addressed the role of parents serving as peer teachers. However, further scrutiny reveals that all parents were used as aides in the classroom situation and the conclusions drawn were not conclusive. Given this situation, the inclusion of the following information will ensure that your application will be carefully reviewed.

1. Provide a synthesis of the tutorial studies researched.
2. Indicate how your proposal addresses a related issue (e.g., parent teaching in the home).
3. Provide an educational rationale for the spin-off study.

PROVIDE A DISSEMINATION PLAN

Why is "dissemination" discussed in this section? Because it is related to the conception of an idea and is presently being accorded high priority by state and federal authorities.

For years, funds had been awarded for the development of innovative practices and products. However, subsequent follow-up studies revealed that the innovative approaches had not spread beyond the geographic boundaries of the recipient agencies. In other words, the investment of funds was not cost-effective because the new ideas and approaches were not being shared.

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[1] The ERIC retrieval system makes this formidable task relatively easy. For a nominal fee, one may secure 90% of the research studies and content materials germane to the area of concern. For information write to: Central ERIC, National Institute of Education, Washington, D.C. 20208.

In the early 70's, the National Diffusion Network (NDN),housed in the U.S. Office of Education, Division of Educational Replication, generated a national awareness of the need to disseminate innovative programs. The specific goals of the NDN were to:

- .Identify educational programs that work
- .Identify schools, school districts and agencies that have educational problems and need assistance
- .Match the creators of successful programs with local needs

Indicators of the success of the NDN thrust:[1]

- .The median per pupil cost to a district to adopt a project is $12.00
- .Urban impact (1978-79) (Chicago, Houston, New York and Washington,D.C.): 53 projects were adopted by 716 schools involving 10,000 teachers and 400,000 students
- .NDN projects trained 25,500 teachers from 4,200 schools in 2,700 school districts during 1978-79

Since the pioneering efforts of the NDN, many funding agencies have become aware of the importance of dissemination and are requiring that applicants include a plan which details how the new approach will be shared with other agencies. A recent Bureau of Education application cited the following dissemination criteria:[2]

> (6) Model extension.—(i) Dissemination. It is suggested that the proposal provide a detailed description of how dissemination of the project will be accomplished. Applicants are encouraged to include information on the following in the dissemination plan:
>
> Kind and number of people to whom dissemination activities will be targeted.
>
> Method(s) by which such audiences will be made aware of the project and encouraged to observe it.
>
> Steps to be taken that will result in organizing and packaging project components and/or materials so they are transportable for use in other communities. Projects planning to package such items as a handbook of project procedures, evaluation manual or parent/family participation materials may indicate the kind of materials they anticipate will result from the project.

Dissemination Plan Essentials

Thus, a dissemination plan should be developed simultaneously with the new idea or problem to be resolved, because a truly competitive application requires documentation of universal need. A sound plan should include:

- .Specific documentation of statewide or universal need
- .A plan of how you will disseminate your program
- .The names of individuals and agencies that are committed to aid you in your efforts
 (Insert support letters in the appendix.)
- .The identification of specific products which will be disseminated.

---

[1] Wickline Reviews Past and Future of the NDN,"NDN Reporter,p.1

[2] Application for Grants Under Handicapped Children's Model Program, p.17, December 3, 1979.

SUMMARY

The old adage that a chain is only as strong as its weakest link holds true: a grant proposal will only be as strong as the originality, clarity and documentation of the problem that is to be addressed. In fact, a weak problem area will have a multiplier effect which will be detrimental to the evaluation of all subsequent criteria.

The problem to be addressed should: be original, or tangential to an original idea; be documented by a review of the literature; and, meet a universal need. Further, a detailed plan should be provided which details the agencies that are committed to disseminating and diffusing the process and products developed.

CHAPTER III: ASSIGNMENTS AND REFERENCES

Assignments:

1. Prepare a topical outline for an area of interest; the outline to include:
   - .Statement of problem, need, or innovative idea you plan to address. (Be sure to integrate with funding agency priorities.)
   - .A dissemination plan which includes individuals and agencies that will be involved.

Sources of Reference:

1. United States Office of Education, NDN: A Success Story, June 1978.
2. F.Lee Jacquette and Barbara L.Jacquette, "What Makes a Good Proposal?" (n.d.)
3. William Bergquist and Jack Lindquist,"Dissemination Through Networking" in Increasing the Impact of Social Innovations Funded by Grantmaking Organizations, 1979. (Annotated Bibliography.)
4. National Institute of Education, How to Use Educational Resources Information Center (ERIC)(n.d.)
5. Educational R&D Report (n.d.) (Annotated Bibliography.)

POINTS TO REMEMBER

.BASE YOUR PROPOSAL ON AN ORIGINAL OR UNIQUE PROBLEM/IDEA

.CONDUCT A COMPREHENSIVE REVIEW OF THE LITERATURE

.WRITE THE REVIEW SO THAT IT "FUNNELS" DIRECTLY INTO YOUR STATEMENT OF NEED

CHAPTER IV

WHAT STRATEGIES SHOULD YOU USE TO IDENTIFY APPROPRIATE SOURCES OF FUNDING?

Assuming that you have a basic understanding of the grantsmanship process (i.e., how to develop a sound proposal), that you have done your homework, and have crystallized the problem you desire to resolve, you must now identify one or more appropriate sources of funding. To assist you in this task, this chapter focuses on three time-proven strategies.

1. Read...Read...Read

The first strategy is to become an avid reader of all types of grant-related publications — particularly those which relate to funding. Almost every week the author receives descriptive material relating to grantsmanship. These materials were sent not by accident, but rather by design, since each potential source of information was contacted and requested to forward pertinent materials. Presented below is a sample list of available publications which provide a starting point in the pursuit of funds. The list includes: the title of the publication, a brief descriptor and subscription information. If you are interested in detailed information, contact the source; the Bibliography contains the complete mailing address.

-Directory of Federal Programs

Descriptor. Prepared by the New Jersey Department of Education to help local districts obtain and administer federal funds more effectively. The Directory includes three sections:

I. State administered Federal Programs

II. U.S. Office of Education Programs

III. Federal Information Services and Technical Assistance

Subscription information. Published annually and forwarded to all Superintendents in the state of New Jersey.
(Note: Most states prepare and issue similar publications. For these, contact your State Department of Education.)

-Education Funding News

Descriptor. Designed to assist the writer with up-to-date information and advice on federal aid programs.

Subscription information. Published weekly by the Education Funding Research Council.

-Federal Grants and Contracts Weekly

Descriptor. Provides information relating to existing grants, new programs and pre-proposal conferences and meetings.

Subscription information. Published each Tuesday, except Christmas week.

-Federal Register

Descriptor. Provides information relative to every grant application sponsored by federal agencies, including the funding deadline and source where one may obtain the application.

Subscription information. Published daily, except Saturdays, Sundays and holidays.

-Grantsmanship Center News

Descriptor. Committed to enhancing the quality of human inservice programs by improving the planning and management skills of private nonprofit and public agencies. The publication is appropriate for grant makers and grant seekers.

Subscription information. Published six times per year.

-Report on Education of the Disadvantaged

Descriptor. A biweekly newsletter on Title I and other federal programs for disadvantaged children.

Subscription information. Published every other Friday.

2. Attend Workshops Sponsored By Funding Agencies

A new trend in education is the sponsoring of workshops and seminars by grantors to aid applicants in the preparation of their proposals. Check with the funding agency. If such a session is planned, be sure to attend.

In some instances, the workshops are working sessions. A representative from the agency will meet with you, review your application and critique it. If you attend a working session, it is critical that you prepare your application in outline form.

More commonly, sponsoring agencies will conduct general sessions where they review the application submission process, explain the criteria, identify agency priorities and, in some cases, list specific factors which lead to rejection. When attending an explanatory session, you should record the following:

- Answers to unclear aspects of the application guidelines.
- Name and phone number of agency official who can provide further assistance.
- Descriptors relating to agency criteria (i.e., brief statements which clarify each criterion).
- Specifics recommended for incorporation in your application. For example, at a U.S.O.E. N.D.N. Conference, it was recommended that applicants preface their applications with a blueprint (a page which cites criteria and page numbers where the applicant complies with the criteria) and a glossary of acronyms used. (The author has adopted the recommendation and uses the technique when preparing complex applications. The specifics for adopting this procedure will be provided later on in the text.)
- Any features of an application which will lead to rejection.

The last point (rejection features) is of major significance as seen in the following example: The New Jersey Department of Education, Title IV Office hosted a workshop for applicants interested in obtaining funds to replicate a nationally validated NDN project. The Director of the Title IV Office emphasized documentation of local need, non-public school involvement and commitment to establish a quality replication. The author was requested to address the audience on the topic "What Makes a Good Adoption, Or What Must I Do to Ensure That I Replicate Properly A Nationally Validated Program?" (See Appendix A.)[1] He reinforced the remarks made by the Director and provided some suggestions for ensuring that one's application would be competitive. Thus, the participants were provided clear, specific information to enhance successful funding.

The unfortunate sequel to the example is that attendance was very limited, and the Department of Education received applications from many districts who did not attend the workshop. It is the author's personal opinion that a follow-up study would indicate a high correlation between attendance at the workshop and Title IV-C grant awards. The important point is that the success of one's efforts is significantly enhanced by attendance at a meeting on application submission.

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[1] See page 83

3. Be A Bird Dog

"Bird dogging" implies that, given the scent,one should pursue the goal tenaciously. This strategy is extremely important for success in this highly competitive field. Examples of how one may apply the "bird dogging" process:

Get to Know Your State and Federal Contacts

The best suggestion is to get to know representatives of all of the agencies related to your field. For example, if you work for a school district, be sure to spend one or more days in the State Department of Education. Visit each office, using the following topical outline as a guide:

.Introduce yourself.
.Explain the reason for the visit.
.Describe your district — unique features and needs.
.Request materials which describe the office's functions.
.Request that your name be placed on the office's mailing list so that you may receive subsequent publications, particularly notices on funding.

The pursuit of federal funds poses a problem arising from geographic and financial constraints. Two actions can increase visibility at the federal level. The first is to contact the federal agency of interest, or one of your legislators, and request the name and address of the state's representative in Washington, D.C. (The Governor of each state has a representative in the nation's capitol to establish liaison with all federal agencies and to serve as an omsbudsman in the procurement of funds for the state's constituents.) Contact the federal representative and request their annual publication. This publication not only provides a wealth of information for the grant seeker, but also identifies the contact person for all sources of funding.

Once you have identified the contact person for the desired funds, call and adapt the aforementioned visitation guidelines. If it is brought to your attention that the federal agency has a regional office, or is going to conduct a workshop in your state, then make every effort to make a person-to-person contact.

Persistently Keep in Contact With the Funding Agency After Application Submission

A common mistake made by grant applicants is that application submission terminates their efforts. By law, state and federal agencies are required to provide grant seekers with a detailed report relative to their applications. Unfortunately, many funding agencies do little more than advise those individuals who submit a successful proposal. Seldom do they advise the rejected applicants as to the reason(s) their application was denied. (The agencies do comply with the law minimally by responding to follow-up requests for information.)

Keep in contact with your funding agency throughout the year, regardless of whether you are funded or not.

If application is approved, the submission of regular progress reports establishes your credibility with the agency and enhances the potential for subsequent funding.

If application is rejected, the request for the reasons for rejection will result in a report which provides insight into what you must do to enhance subsequent applications.

There are two other reasons for maintaining contact with the state and federal agencies: the first, the availability of what is referred to as "overlay" funds. After the awarding of funds, grantees will sometimes decline the grant award. Those funds, referred to as overlay, are then made available to interested parties.

The second reason is that some funding agencies set aside a portion of the categorical funds for special projects or efforts upon which the agency wants to focus. It is conceivable that your persistence and the quality of what you desire to do will result in the award of a special grant to your agency.

SUMMARY

Three essential strategies should be used to identify appropriate funding sources.

1. Read and avail yourself of a variety of materials published by state and federal agencies. (See Appendix B.)[1]
2. Attend appropriate workshops and seminars sponsored by funding agencies.
3. Maintain contact with grantors throughout the year.

By implementing the three strategies, you will: be cognizant of all funding sources that are consistent with your agency's needs; be able to secure grant applications, upon release by the grantor; receive the assistance needed to make your application competitive; and, be in a propitious position to avail yourself of "overlay" or other special funds.

CHAPTER IV: ASSIGNMENTS AND REFERENCES

Assignments

1. Contact three or more sources of funding information and obtain descriptive materials.
2. Visit your State Department of Education and meet with two or three representatives of potential funding sources.
3. Identify your state's representative in Washington, D.C. and request materials relative to sources of funding.

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[1] See page 87

Sources of Reference

1. Thomas M.Vodola, "Other State and Federal Sources and Services on Behalf of the Handicapped," A.C.T.I.V.E. Teacher Resource Manual, 1977 pp.91-119.
2. Philip Des Marais, How to Get Government Grants. n.d.
3. "Adoption Grants: Introduction, Instructions, Application Form," Ohio Department of Education, 1980.
4. A-V Connection: The Guide to Federal Funds for Audio-Visual Programs, 1979. (Annotated Bibliography.)
5. Bureau of Federal/State Relations, Grants and Contracts, A Director of Federal Programs, 1979.
6. Catalog of Federal Domestic Assistance (n.d.).
7. Foundation Grants for Individuals, 2nd Edition, 1979.

POINTS TO REMEMBER

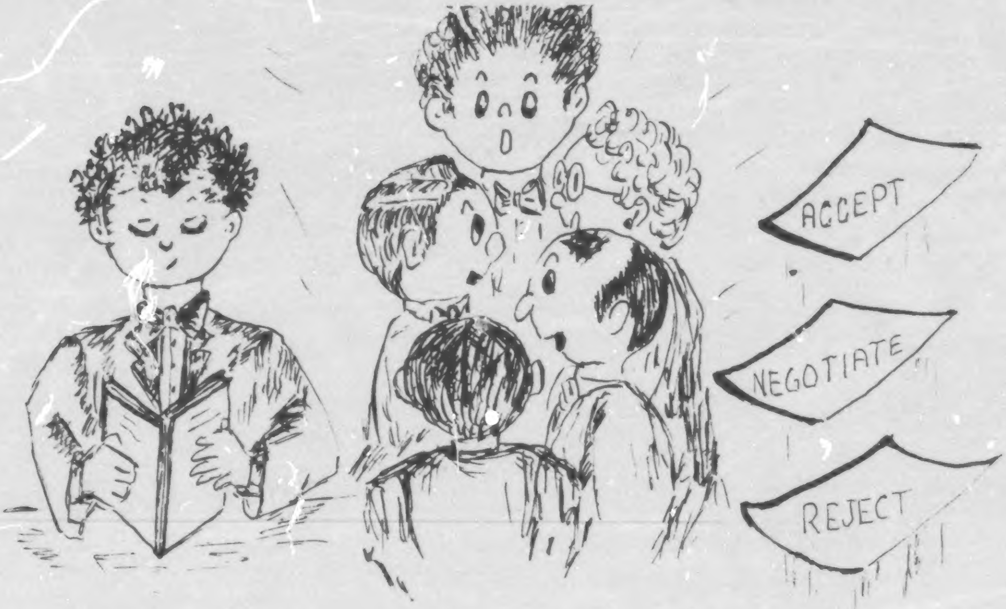
.ATTEND WORKSHOPS SPONSORED BY FUNDING AGENCIES

.GET TO KNOW YOUR STATE AND FEDERAL AGENCY CONTACTS

.GIVE CONSIDERATION TO FUNDING AGENCY PRIORITIES

CHAPTER V

WHAT IS THE GRANT REVIEW PROCESS AND WHAT ARE SOME "TIPS" FOR YOU TO MAKE YOUR PROPOSAL COMPETITIVE ?



THE REVIEW PROCESS: EXTERNAL READING   "IN HOUSE" REVIEW   DECISION MAKING

Before starting your proposal writing, you should be familiar with the general review process used by funding agencies and with some "tips" which may help you to score additional points.

GRANT REVIEW PROCESS

The procedure used by funding agencies to review grant proposals varies somewhat — depending upon the complexity of the application and the size of the grant award. Small grants awarded by philanthropic organizations usually require a brief application which is reviewed by one or more of the funding agency representatives. Grants awarded by state and federal agencies, however, are much more involved since the procedures are subject to public scrutiny and must be fair and equitable. Their review process usually involves external screening and an "in house" review of each application.

External Screening

At the time grant applications are issued, the funding agency contacts a variety of individuals and requests their services as external field readers. These represent a cross section of specialists related to the category being funded, research-oriented individuals and others of high repute.

Field readers who accept the assignment are provided guidelines for scoring each proposal,proposal criteria, a descriptor for each criterion and the points to be awarded. (Appendix C includes review criteria provided the author when he served as a field reader for the U.S.Office of Education.)[1]

Familiarization with this phase of the review process is very important. While it is true that final decisions on the awarding of funds are made by the funding agency staff, in most cases the recommendations made by the external field readers are accepted.

It is important to note that many readers do not have expertise in the categorical area being funded. Thus, one should prepare the application from that perspective and make the entire proposal as explicit as possible.

"In House" Review

The "in house" review is conducted by funding agency staff and/or funding agency staff plus other individuals. For example, some states will include a State Advisory Board in the final review. The procedure the committee uses involves:

.Reading each application.
.Reviewing the scores and anecdotal remarks provided by the field readers.
.Convening as a group and "averaging" individual evaluations.
.Adding "weight" for those applicants who have established an exemplary track record in previous efforts.
.Making final decisions on those applications which are to be approved or rejected.

Highlight any successes you have had in the past, particularly, those efforts which relate to the categorical area being funded.

GENERAL PROPOSAL TIPS

The disparity among applications submitted for funding is truly amazing! Some applications discredit the proposal writers and the agencies they represent. The document submitted is frequently nothing more than several pages "slapped together." Other applications radiate quality from the Table of Contents to the problems which have been carefully analyzed, with a logical plan of attack.

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[1] See page 88

The following recommendations are based on observations made in reviewing proposals for the past ten years.

1. Be sure you are applying to the appropriate source of funding.
2. Submit reports which are typewritten on one side of the page.
3. Include prefatory materials which "spell out" the organization of the material which is to follow. (Some suggested prefatory materials are highlighted in Appendix D.)[1]
4. Follow closely the heading outline provided by the funding agency.
5. Insert ancillary proposal material in the appendix.
6. Read the criteria carefully and address your responses directly to the criteria.

(Note: Be careful. Some applications have two sets of criteria — one required by the sponsor and one by the state or federal authorities. In that eventuality, be sure to address both sets of criteria.)[2]

7. Use one staple or other simple procedure for binding your application.
8. Properly complete and include all necessary assurance forms.

SUMMARY

Familiarization with the procedure a funding agency used to review grant applications is a proposal development asset. You should be mindful of the general review process (external and internal evaluation) and the implications derived therefrom:

- The need to make your total document as explicit as possible.
- The importance of "putting your best foot forward" by highlighting specific category-related successes you and/or your agency have had in the past. Adherence to the following paradigm will enhance the overall competitiveness of your application:

CLARITY+LEGIBILITY+LOGIC AND ORGANIZATION+SPECIFICITY=POTENTIAL SUCCESS.

CHAPTER V:ASSIGNMENTS AND REFERENCES

Assignments

1. Read each of the "tips" carefully and provide a written rationale for each recommendation.
2. Secure copies of grant applications which have been submitted in the past and evaluate the quality of each application in terms of the "General Proposal Tips."
3. Obtain three different grant application guidelines; list, compare and contrast the criteria for each application.

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[1] See page 89

[2] "Confessions of An Anonymous Grant Reviewer: Applicants Often Overlook EDGAR Needs Assessments," Education Funding News, May 14, 1980.

Sources of Reference

1. "Grantsmanship: How to Get the Competitive Edge, "Education Funding News, pp.2, 8.
2. Guidelines and Application Instructions for ESEA Title IV (P.L.95-561), Part B and Part C, 1979-80.
3. How to Submit a Proposal for P.L.94-482: Program Improvement, Support Services and Special Categories, 1980.

POINTS TO REMEMBER

.CHECK TO ENSURE YOU ARE APPLYING TO THE PROPER FUNDING SOURCE

.ADHERE TO THE FUNDING AGENCY APPLICATION FORMAT

.TYPE AND ORGANIZE THE APPLICATION CAREFULLY TO ENSURE READABILITY

CHAPTER VI

HOW DO YOU START YOUR PROPOSAL?

APPLICATION
ABSTRACT

The development of a fundable proposal is a time consuming process. It cannot be properly developed in a week or two. Ideally, one should set aside a 3-6 month period to develop the total document. I mention the total time necessary because many grant seekers, because of time constraints, do not share their thoughts with others. They do not involve key individuals in the initial phase of development and consequently develop a unilateral proposal which is an unlikely success candidate.

A properly conceived proposal includes an abstract which reflects the thinking of all the individuals who will be involved. Agencies sometimes use creative writers to develop a successful grant application. However, a follow-up study will reveal that many projects are not successful because the application has committed individuals to perform certain tasks, without a commitment on their part.

Once you have crystallized the problem you desire to resolve and have located the appropriate source of funds, you are ready to start writing. The following suggestions will help you make a smooth transition from thought to paper.

ALLOT SUFFICIENT TIME FOR PROPOSAL DEVELOPMENT

This statement cannot be overstressed. Do not submit a proposal unless it is your very best effort. An application developed "on a wing and a prayer,"will be obvious to the readers and rejected forthwith. Furthermore, it is conceivable that poor performance today will affect negatively subsequent application efforts. A rule of thumb to remember: when in doubt, delay submission of the application until the following grant period.
(Note: Delaying your submission date does not mean that you should put off writing until the following year. Take the extra time to develop a really comprehensive proposal which may be a winner.)

PREPARE AN ABSTRACT OF YOUR PROPOSAL

With your thoughts crystallized, write a one page abstract of what you desire to do. The abstract is extremely important because it is usually the first part of an application the reviewers will address. A sound abstract stimulates the reader to review the entire application. The abstract should include, in brief terms, the "who," "what," "when," "where," and "how" of your proposal. If drafted properly, it should provide the reader with all the general information needed to make a decision. For specific information the reader will then refer to the different sections of your application.

Quoted below is the abstract of a proposal submitted by the writer to the National Diffusion Network.[1] Review it carefully to see if it complies with the guidelines provided. Do you clearly understand the thrust of the proposal? What recommendations would you make for improving the abstract?

PROPOSAL ABSTRACT

> The overall intent of the grant proposal (four year plan) is to establish 30-40 strategically situated Project ACTIVE Satellite Sites (SS's) throughout the United States so that interested schools, districts, and agencies (public and private) can be provided the awareness, training and follow-up services needed to establish quality individualized-personalized (IP) physical education programs for students in grades K-12.
>
> Project ACTIVE (All Children Totally InVolved Exercising) has demonstrated the capability to achieve the aforementioned goal. Indicators which reflect the Project's capability include:
>
> .JDRP validation in 1974 and 1978.
> .The establishment of an exemplary awareness and training site in the Township of Ocean School District, Oakhurst, N.J.—the original ACTIVE site. (To date, the site has hosted 1,000 visitors and trained 250 teachers from all regions of the country.)

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[1] Thomas M.Vodola, Project ACTIVE NDN Grant Application, p.viii, 1980.

- .The establishment of 15 SS's in 11 states.
- .Thirty-six certified trainers in 12 states.
- .Adoptions in 32 states.
- .Three thousand ACTIVE-trained teachers.
- .Over 70,000 students benefiting from IP instruction.
- .The formulation of a management plan to ensure quality replications.

The desire to expand the ACTIVE SS Network is based on: (1) an ever-increasing demand for program services; (2) the need to provide said services cost effectively; and (3) the need to increase follow-up services to ensure quality replications. During 1980-81, six additional SS's will be established in high priority regions/states which are currently provided minimum program services.

With the addition of the six SS's, the ACTIVE Network shall: train 400 teachers, secure 200 adoptions, provide a minimum 500 technical assistance services to new and/or continuing adopters, monitor 100 adopter districts, establish adoptions at 3 institutions of higher learning, and conduct a major campaign to enhance the visibility of the National Diffusion Network.

Finally, it is projected that four years hence, every region or state in the country will have an ACTIVE SS or training program at an institution of higher learning so that the national need for ACTIVE services will be on-going despite the cessation of program funding.

SHARE THE ABSTRACT WITH PROFESSIONAL COLLEAGUES

After you have prepared the first draft of the abstract, share it with some colleagues who are not familiar with the proposal area. Ask them if they understand what you desire to do. Have them comment on those portions which are unclear. Revise the abstract in accordance with pertinent comments.

Next, share the revision with your professional colleagues — specifically those members of your agency who will be expected to administer or implement aspects of the project. It is important that they be involved for two reasons:

1. Being close to the problem, they will in all probability provide meaningful suggestions which will enhance the overall effort.
2. Involvement in the early stages of development will make them feel that they are part of the endeavor, thereby ensuring subsequent success of the effort, if funded.

Simultaneously with the sharing of the abstract with members of your agency, send copies to other professionals and researchers in the field of endeavor — particularly county and state officials. Involving county and state officials in proposal development may pay dividends later on. They may permit you to list them as members of your Advisory Council and they may even submit a support letter on behalf of your application. Request that they critique the abstract, with constructive criticism, where appropriate.

REVISE THE ABSTRACT

After reviewing all recommendations, revise and type the final abstract. Share a copy of the overview with each individual who assisted you, and send them a short thank you note. The note provides a good opportunity for you to request that they serve on your pending Advisory Council. You are now ready to plunge into the development of the heart of your application.

SUMMARY

The first step in preparing your proposal is to write a brief concise overview of what you plan to do. Although the abstract is brief, the effort is time consuming because the total plan must be condensed into one page. Further, involvement of key personnel in the development process may necessitate four or five revisions. However, the final draft will be worth the effort because it will provide a sound foundation for the rest of the application. Remember: It takes 3-6 months to develop a sound proposal.

CHAPTER VI: ASSIGNMENTS AND REFERENCES

Assignments:

1. Develop a one page abstract of a problem or idea you have been mulling over in your mind for the past couple of years. Have your associates critique it. Revise the final product.

Sources of Reference

1. Lillian White-Stevens, Survey of Mini Grants, 1979.

POINTS TO REMEMBER

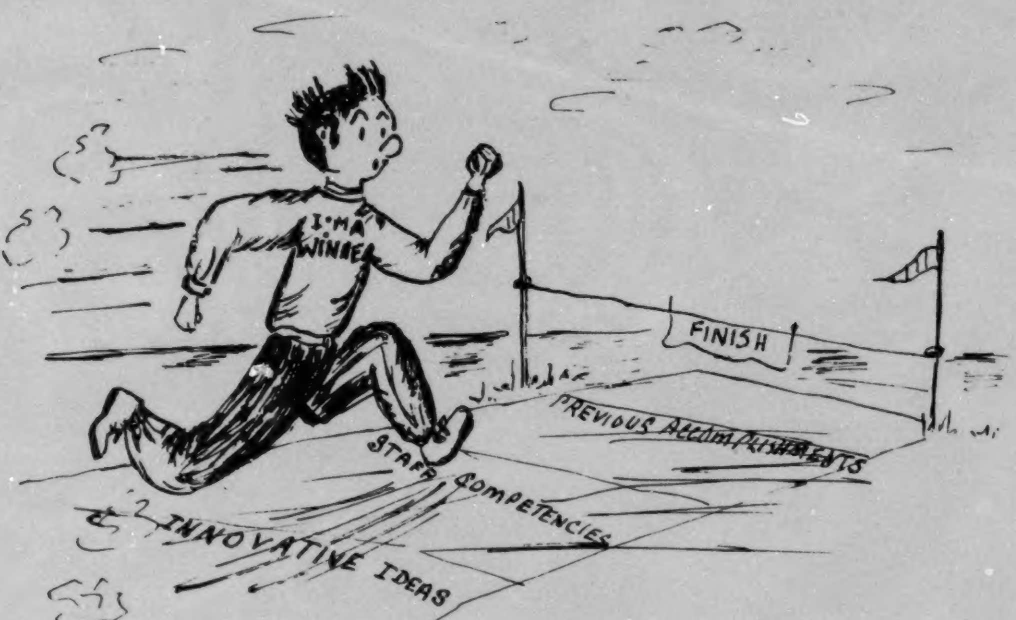
.ALLOT 3-6 MONTHS TO DEVELOP YOUR PROPOSAL

.SUBMIT A ONE-PAGE ABSTRACT

.INVOLVE KEY INDIVIDUALS IN PROPOSAL DEVELOPMENT

CHAPTER VII

SHOULD YOU INCLUDE AN INTRODUCTION IN YOUR PROPOSAL?



It is recommended that an introduction be included, immediately following the abstract of your proposal. The intent of the introduction is to:

1. Briefly describe what you plan to do.
2. Present, in detail, the capability of your staff, school, district, or agency to implement the plan.

Most state and federal grantors do not require a separate section entitled "Introduction." Their guidelines, however, request information on the qualifications of the Project Director and other staff that are to be involved, and on the adequacy of the local facilities and equipment to accomodate what is to be done.

The rationale for placing credibility information in the front of the application is to ensure that you immediately indicate the capability of the grantee to complete successfully all aspects of the proposal. If you interweave this information throughout the application, the readers may not grasp the full significance of the capabilities of your staff and the contributions you will make.[1] Herewith presented are guidelines for developing an appealing introduction.

BRIEFLY DESCRIBE WHAT YOU PLAN TO DO

It seems repetitious to include an overview in the introduction when you have been requested to provide a synthesis of your overall plan in the abstract. However, to establish the credibility of your staff/agency, you must relate the credibility to what you plan to accomplish. The key word is "brevity." Nothing more than two or three paragraphs should be provided.

Your introductory remarks should touch upon:

- A brief statement regarding the problem or innovative approach being addressed.
- The major project outcomes anticipated.
- The activities which will be initiated.
- Reference to a plan to evaluate outcome achievement.
- Finally, reference to a network of individuals and agencies who will assist you in disseminating your process and products outside of your district or agency.

ESTABLISH THE CREDIBILITY OF YOUR AGENCY

In this part of the application, you get an opportunity to "blow your own horn,"so make the most of it."Accentuate the positive and eliminate the negative..." First think in terms of what your "charge" is and then carefully reflect upon the qualifications of your staff, professional colleagues and the exemplary features of your facilities and equipment. Highlight those individuals and features which can convince the readers that your project will be a "winner."

The format for the credibility aspect of your introduction should mesh with your preliminary overview. The overview should contain:

A Brief Statement of the Problem or Innovative Approach to be Used

Have you had any previous experiences in this area? Conducted a pilot study? Gathered any statistical data? Developed and field-tested any related products? If you can answer any of the questions in the affirmative, document your accomplishments.

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[1] Documentation of applicant/agency capabilities is a very important point. We tend to over-emphasize what we plan to do and through negligence provide little documentation of our qualifications to do the task. Stressing your credibility is important because sponsors award points for applicant/agency qualifications.

Outcomes Anticipated

The major concern funding agencies have about outcomes is achievability. Are the outcomes too broad in scope? Are they realistically achievable during the grant period? Does the staff have the expertise to accomplish the outcomes? Stressing the competencies of the project staff will remove doubts. Make sure you show the relationship between their competencies and outcomes.
(Note: The appendix should contain the resume of all full-time and part-time personnel.)

Activities Which Will Be Initiated

The performance of activities usually necessitates the need for facilities, equipment and supply items. This would be the appropriate place to identify those resources you will provide. List this information as "in kind" contribution in your budget. For example, if your project focuses on an individualized reading program and your district possesses the necessary instructional stations and equipment, by all means, make that information explicit. Further, insert the pro-rated cost of their use in the budget section, under district contributions.

Evaluation of Outcome Achievement

Outcome evaluation implies some form of testing, which implies the use of statistics and a research design. If you are fortunate to number among your staff a competent researcher, by all means insert a description of his/her capabilities. So much the better if you can also mention that you have a computer in the district.

A Plan for Disseminating Your Process or Products

If you state that other individuals, districts and agencies support your proposal and agree to assist you, provide documented evidence as corroboration. In the introduction, cite names, addresses and functions of those that will be involved. Making reference to more detailed information in the appendix will lend greater credibility to the fact that your dissemination plan is ready to become operational.

NOW, LET'S LOOK AT TWO SAMPLE INTRODUCTIONS

Neither application required the submission of an introduction. Thus introduction-related material was extracted and presented for your review. The first sample requested funds to establish "A Competency-Based Special Education Teacher Training Program."[1] Critique the materials from the standpoint of compliance with the guidelines presented in this section.

Sample #1

Evidence of Current Need in the State of New Jersey.
At the present time, none of the institutions of higher

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[1] Thomas M.Vodola, A Competency-Based Special Education Teacher Training Program, 1974.

learning in the state is utilizing a competency-based teaching approach to prepare teachers of the handicapped. Further, although some school districts within the state have started to "mainstream" children with handicapping conditions, there exists no formal program for preparing classroom teachers so that the transition is made smoothly. The Supervisor Title IV, C&I, and the Acting Director, Research and Development, N.J. Department of Education, have reviewed and endorsed the approach to be used in this study.
(Note: All-too-frequently, commendable innovative/exemplary programs fail due to a lack of pre-planning and training of all personnel who would be involved.)
An indicator of the state's awareness of the need to revise teacher-training programs is the establishment of the N.J. Performance Evaluation Project by the New Jersey State Board of Examiners in 1971.

Program Objectives:

-To establish an Advisory Council (consisting of trainers, representatives of the N.J. State Department of Education, Department of Higher Education, and parents) who shall serve as liaison for their respective constituents so that the competency-based programs accurately reflect the needs of the community-at-large.
-To establish a Campus School for Exceptional Children to provide year-round trainee practicum experiences.
-To revise the existing graduate program so that each course specifies the knowledges, attitudes, and skills (written behaviorally) needed to attain the course goals (graduate degree program for teachers of the handicapped.)
-To develop a prototype preservice/inservice training program for classroom teachers, based on competencies needed for those exceptional children that are being placed in the regular classroom environment.
-To develop instruments to assess trainee achievement.
-To evaluate the effects of the competency-based approach on the trainees involved.
-To develop performance-based objectives for pupils involved in the Campus School.
-To develop instruments to assess pupil achievement of the knowledges, attitudes, and skills taught.
-To validate trainee competencies by correlating trainee and pupil outcomes.
-To develop instruments to assess trainer, trainee, and parental attitudes toward the competency-based training program.

Personnel Needs to Achieve Objectives:

-One adjunct professor:	expertise in the area of mentally retarded, orthopedically handicapped.
-One adjunct professor:	expertise in the area of neurologically/perceptually impaired.
-One adjunct professor:	expertise in the area of emotionally disturbed and autistic.
-One adjunct professor:	expertise in the area of visually/auditorily handicapped.

-One adjunct professor: expertise in the area of career education experiences for the handicapped.

-One adjunct professor: expertise in the area of motor/physical fitness experiences for the handicapped.

Analysis of sample #1. The major problem is the lack of continuity of the descriptive materials. A natural flow does not exist between that which is to be done and the qualifications/credibility of the applicant/agency. For that reason — readability — it is always preferable to establish a section of your application entitled "Introduction."

There are many other problems. Probably the most obvious is the complete omission of information which indicates the applicant and agency have the capability of establishing a competency-based program. What other problems do you note?
(Note: There is a glaring inadequacy in the objectives cited. Can you identify the common problem? Specifics relative to formulating objectives will be presented in Chapter IX.)

Sample #2

An application for a development grant used the following question to request information about the credibility of the applicant and agency.

> Is there anything else you would like us to know about your proposal or about the capacity of your district to implement it?[1]
>
> A commitment has already been made to the project. The local municipal authorities and the Board of Education have provided a ten-acre site for the outdoor theater and parking facities. Properly developed, it could provide a model for the state of New Jersey.
>
> The theater complex consists of an area roughly 100 x 80 feet. The land is high and completely surrounded by tall hedges. This enclosed area can easily accomodate a state and seating for approximately 500 people. The ground is almost perfectly level and the tall hedges make the acoustics superb. All that would be required would be the removal of the weeds, and careful pruning of some of the hedges and trees. If done carefully, it could become one of the most attractive summer theaters in the State
>
> A small building within this enclosed area roughly 8 x 8 surmounted with a wooden platform would serve as control booth and lighting tower. Just outside this enclosed area is a larger building which measures 30 x 50. We plan to use this for dressing rooms, office and workshop. Both buildings are in good condition requiring only some minor repairs and paint. Student participation will easily handle the vast majority of the work.

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[1] Richard Wroncy, An Interdisciplinary Arts Curriculum Stressing Community Involvement, Nov., 1977, p.2

Analysis of sample #2. A statement of the situation which was to be changed should have been reiterated in the opening sentence. It would have placed the information which followed in its proper perspective. Once again credibility information has been minimally provided. Furthermore, no information regarding the qualifications of the applicant has been provided. Other flaws?

SUMMARY

The inclusion of an introduction in the early pages of one's grant application is essential. The introductory materials, coupled with an abstract, will enable reviewers to get a quick overview of what you plan to do. Equally important, they will be made aware of your qualifications and the credibility of the agency you represent. (Assuming you document these.)

The essentials which should be reflected in this phase of your application include:

- .Brief statements regarding: problem/thrust — outcomes — activities — evaluation — dissemination plan.
- .Explicit documentation of the following: applicant/staff competency to accomplish task — resources to be made available by applicant — research capabilities of grantee — other individuals/agencies that will be involved in dissemination.

CHAPTER VII: ASSIGNMENTS AND REFERENCES

Assignments:

1. Identify the deficiencies noted in the sample introductory materials included in this section. Prepare a report which lists each specific deficiency and your recommendation for rectifying the same.
2. Given the information provided in this section, write an introduction for the abstract developed in Chapter VI.
   (Note: Assignments for subsequent chapters will be interrelated in a similar fashion so that at the completion of the text and/or course you will have prepared a grant application which will be worthy of submission for funding consideration.)

Sources of Reference:

I. Norton, J.Kiritz, Program Planning and Proposal Writing, May/June, 1979, pp.39-44. (Annotated Bibliography.)

2. Lillian White-Stevens, Adolescent Programs That Work, 1979.

3. LINC Services, Inc., Toward Successful Distribution (n.d.) (Annotated Bibliography.)

CHAPTER VIII

HOW CAN YOU BEST JUSTIFY LOCAL NEED?

"Now, let's see... How can I best spread the word about my new idea?"

Justification of local need is the single most important application criterion. Needs must be justified in terms of at least two criteria — student deficiencies and the valid need for funds to remedidiate deficiencies. Minimally, an applicant must provide strong evidence relative to each criterion to assure funding consideration.

To ensure application consideration, you should provide documented information pertinent to each of the following:

.A comprehensive review of the literature.
.Evidence of student need.
.Justification for the funds needed.
.Consistency of local need with state and federal priorities.
.Cost effectiveness of funding local need.

DO NOT "REINVENT THE WHEEL"

Chapter III (pages 6-10) provided the information needed to avoid "reinventing the wheel," that is, addressing a problem that has already been resolved. The review of the literature, as the first step in proposal development was to enable you to ascertain whether or not the problem you wish to address has been resolved, prior to your devoting countless hours to the preparation of a written application.

At this point, the assumption is that you have reviewed the literature and what you desire to do is original or unique. However, your "knowing" that your thrust is original or unique is implicit information. What you must do is to make that information explicit to each proposal reader. That information should be the first written material included in the "needs assessment" part of your application.

To ensure that the written material is assembled properly, the following guidelines are presented:

1. Conduct an ERIC search.
2. Review recent related periodicals and texts.
3. Write to the National Diffusion Network for descriptive material related to projects which have addressed problem-related areas.[1] (See Appendix E for a list of all nationally validated projects.)[2]
4. Prepare a card file of studies and projects related to your topic. On each card, cite the following:
   - -Complete footnote information.
   - -A brief description of the study or project.
   - -Why the problem-related study or project cannot be used in your situation. Either the study did not address the same issues, or the study recommends a follow-up investigation similar to that which you propose.
5. Transcribe the information gathered into typewritten material and insert as the first part of documentation of local need.

PROVIDE EVIDENCE OF STUDENT NEED

Better than fifty percent of the applications reviewed by the author did not comply with this essential requirement. Instead, the applicants based their need on other variables such as the need for additional staff or equipment. This glaring deficiency should be avoided at all costs. Funds generated for use by state and federal agencies will seldom be apportioned to those districts/agencies who do not provide documentation of student need.

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[1] If a nationally validated project has addressed your specific problem, you may be able to obtain Title IV-C funds to replicate the NDN project. In that case, it is recommended you contact your State Facilitator. (See Appendix F for the functions of a State Facilitator and the contacts for each state/region of the country.)[3]

[2] See page 93

[3] See page 95

It's unfortunate that in some instances there may have been a justifiable need for funds to remediate student deficiencies, but the writer focused on the wrong priority area(s). For example, one proposal reviewed repeatedly stressed the need for instructional materials and equipment to resolve an educational problem, but provided virtually no information relative to the needs of the students that were to be served. This is where the "art of grantsmanship" enters the picture. You can acquire funds to achieve student-related outcomes. The key is to focus on student needs and to list instructional and institutional variables as peripheral needs. The author may seem to be "playing with words," but this is a very important point which cannot be stressed too often. Focus your entire application on the remediation of student needs.

How Should You Document Student Need?

First of all, be sure that what you state is directly related to the problem which you desire to resolve. For example, your major thrust may be to obtain funds to provide your students with viable career education experiences. When stressing student need, you may cite the need for improved reading scores. As cited, the need would be inappropriate because you haven't indicated the relationship between viable career education experiences and reading performance. If on the other hand, your review of the literature indicated a high correlation between acceptance in the world of work and reading performance scores (highly plausible) and you included that information, the need statement would be appropriate.

Let's look at two statements of student need and try to determine which approach is superior. And more important, why is the approach superior?

Proposal Thrust: Career Education Experiences for Students in Grades K-8.[1]

1st Statement of Need:

A recent career survey of our high school students indicates that very few have an interest in professional careers.

A staff survey conducted in the Spring of 1978 indicates sex stereotyping exists among many of the students.

2nd Statement of Need:

A recent career survey of our high school students by Progressive Life Insurance indicates that fewer than 20% of the seniors in top level courses have an interest in areas such as medicine, dentistry, physical sciences, the arts and law.

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[1] Carolyn Fox, Project Reach, October 8, 1979, p.20.

The S.A.T.survey of intended areas of study conducted in the Spring of 1978 indicates sex stereotyping exists among high school seniors as indicated below.

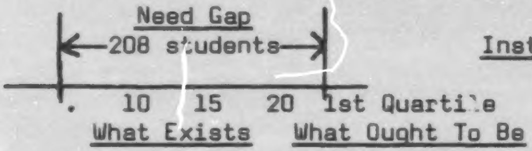
	Male	Female
Arts-Humanities	9.6	18.7
Biological Sciences	20.2	22.0
Business, Commerce	30.7	14.6
Physical Sciences	17.5	4.1
Social Sciences	18.4	35.0
Miscellaneous	3.5	5.7

It is obvious that the second statement of need is superior. Note the specific words underlined. Each underlined word or phrase helped to make the need more explicit.

A need is defined as "the gap between an existing condition and what ought to be." An analysis of the following need statement will enable us to understand better how we should make explicit the deficiency that exists.

Forty percent of the students (208) in grades 7-12 did not achieve the first quartile when administered the AAHPERD Physical Fitness Test.

Analysis:



Instrument: AAHPERD Test

Explanation: The first step in the needs identification process is to administer a standardized assessment test or strategy. In the example, all students in grades 7-12 were administered the American Alliance for Health, Physical Education, Recreation and Dance Physical Fitness Test. Then, a standard was set — the 1st quartile. (The minimal standard reflects "what ought to be." It is a point of reference.) Finally, all test scores were checked to ascertain the number and percent of students whose scores ranged from 0-24th percentile. Analysis revealed that 208 students (40% of the population tested) did not achieve the minimal standard.

In many situations a standardized instrument is not available or appropriate for what one wants to do. In those situations, use your ingenuity to provide specific need indicators. For example, if you are addressing the area of school dropouts, you could check attendance records to reflect the existing deficiency. In this situation, the indicators could be:

.Instrument: District Attendance Records.

.What Ought To Be: A maximum of 10 days absent.

.What Exists: Number of students absent more than 10 days (need gap).

.Need information: 100 students (5% of the population) exceeded the standard (hypothetical).

DOCUMENT THE NEED FOR SUPPLEMENTAL FUNDS

According to law, state and federal agencies cannot (and will not) allocate funds to local educational agencies (LEAs) which will be used to supplant mandated educational services and products. Examples of non-fundables:

- .Teachers of the handicapped: LEAs are subsidized via P.L.94-142.
- .Other instructional staff: LEAs are required to provide instructional staff.
- .Building additions and major remodeling: LEAs are required to make major structural changes.
- .Equipment items: The provision of these is the responsibility of the LEA.

A review of the non-fundable categories would lead one to conclude that no services or products are fundable. That is far from correct. The official interpretation is that state and federal funds cannot be used to supplant, but they can be used to supplement existing services and products. As a case in point, District X submits a Title I application to hire three teachers to provide remedial mathematics and reading instruction. A review of the district's application reveals the students will be removed from their regular instructional classes to receive the services. Decision: The application is not fundable because District X is using the funds to supplant existing services which by law the LEA is required to provide. (The application would have been fundable if the teachers were hired to provide supplementary instruction, that is, remedial instruction in addition to regular instruction.)

Be sure that you recognize the difference between "supplant" and "supplement." Make this information readily available when discussing local need. Assure the authorities that if funds are granted they will be used to expand upon the basic required services.[1]

"SPELL OUT" HOW YOUR LOCAL NEED IS CONSISTENT WITH STATE AND FEDERAL PRIORITIES

Given two applications with comparable local needs, grantors will tend to fund the proposal which is consistent with their priorities. For example, District X provides strong documentation of the need for a remedial reading program. District Y provides the same documentation of local need for remedial reading and then reinforces or validates the need by stating:

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[1] There is often a fine line of distinction between the terms "supplant" and "supplement." If one makes it clear than an innovative approach extends beyond the basic district requirements, it is conceivable that funds can be obtained for all non-fundable categories except new additions and major remodeling. However, if this approach is used, be sure to clearly indicate your district will underwrite program cost, upon termination of state/federal funds.

> A representative from the County Office of Education monitored our reading program and recommended a remedial reading program be instituted so that our district is in compliance with the state mandate to provide Minimum Basic Skills instruction.

Or, consistency may be reflected by explaining that your proposal addresses a problem of state/national concern. When addressing this aspect of the application, include some figures which highlight the universal need, with the implication that if your efforts are successful, the results can have a universal impact on pupil performance.

PROVIDE INFORMATION ON PRODUCTS WHICH WILL BE DEVELOPED

It is recommended that the need section of your application include information regarding products that will result from your efforts; products imply "spread" and thus cost effectiveness. For example, if your proposal focuses on a new approach to teaching multiple handicapped individuals, cite that you will develop one or more of the following products:

- .A teacher training manual.
- .A packet of appropriate assessment instruments.
- .A manual of tasks and activities which have been adapted to meet the needs of the multiple handicapped.
- .A filmstrip which describes the essential features of your project.

After identifying the products, include a paragraph indicating how you will share this information with other interested educators-such as conducting a series of workshops on behalf of the State Department of Education, or stressing the working relationships you will establish with state institutions and agencies, the Association of Retarded Citizens and the Association of Children with Learning Disabilities.

By citing specific products which will be developed and by providing a plan whereby you will enable other districts and agencies to benefit from your efforts, you will be informing the funding agency that your proposal is cost effective, because the program will have an impact on the multiple handicapped throughout the state/country.

SUMMARY

The best method of justifying local need is to make explicit the needs of your students and to provide a strong rationale as to why funds are needed. Those two objectives can be attained if you incorporate the following when justifying local need:

- .Evidence that your proposal is original or unique.
- .A focus on the needs of your students.
- .The fact that funds will be used to supplement the basic program.
- .Proposal consistency with state/federal mandates and priorities.
- .The development of products and a plan to disseminate your program.

CHAPTER VII: ASSIGNMENTS AND REFERENCES

Assignments:

1. Prepare three statements of student need. For each statement, identify: the instrument used, what ought to be (the minimal standard), what exists (need gap) and the specific need information.
2. Prepare a 2 - 4 page report entitled "Local Need." Include in the report: a review of the literature, evidence of student need, justification of the need for funds, consistency with state/federal mandates and/or priorities, a descriptor of products which will be developed and a plan for disseminating the program.

References:

1. Educational Programs That Work, Sixth Edition, Fall 1979. (Annotated Bibliography.)
2. Richard E.Schutz, Robert L.Baker and Vernon S.Gerlach, "Stating Educational Outcomes" in Instructional Product Development, 1971.
3. Lillian White-Stevens, Ph.D., Guidelines for Writing and Printing Manuals, 1979. (Annotated Bibliography.)

POINTS TO REMEMBER

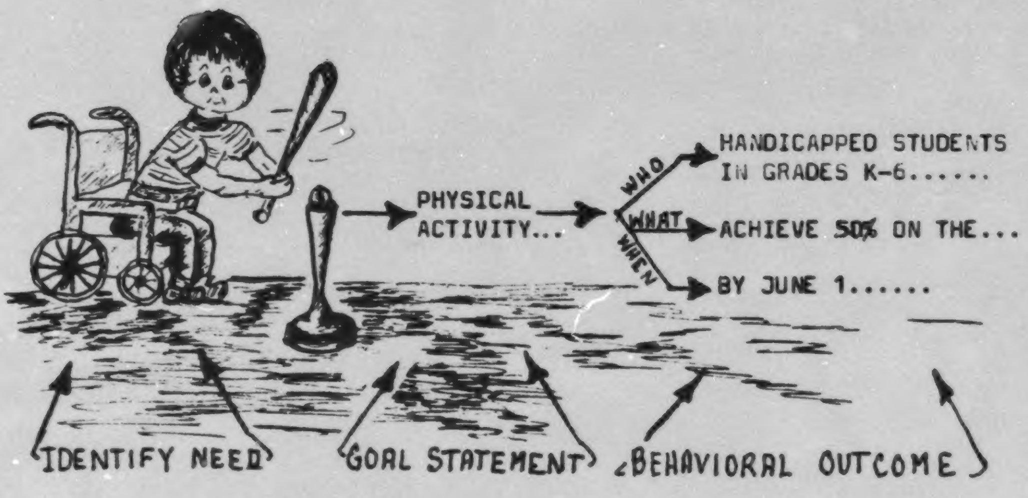
.INCLUDE A PROPOSAL INTRODUCTION

.ESTABLISH REALISTIC, ACHIEVABLE OUTCOMES

.PROVIDE EXPLICIT EVIDENCE OF STUDENT NEED

CHAPTER IX

WHAT ARE SOME GUIDELINES FOR WRITING PROGRAM GOALS AND OBJECTIVES?


PHYSICAL ACTIVITY...
WHO
WHAT
WHEN
HANDICAPPED STUDENTS IN GRADES K-6......
ACHIEVE 50% ON THE...
BY JUNE 1......
IDENTIFY NEED
GOAL STATEMENT
BEHAVIORAL OUTCOME

The identification of student needs establishes the parameters for all subsequent sections of one's proposal. Following the "Needs Section," there should be a logical interrelated flow through the following sections: goals and objectives — methods and activities — budgetary expenditures — evaluation. Field and internal readers, reviewing your application, will be looking for a logical, sequential, interrelated flow between and among all categories. (Possibly, you should review Chapters XI and XII before reading on. The chapters provide guidelines and a flow chart for laying out your total proposal.)

Recommended guidelines for ensuring a smooth transition from "needs" to goals and objectives are herewith presented.

BE SURE OUTCOMES ARE AN OUTGROWTH OF YOUR NEEDS ASSESSMENT[1]

The first paragraph states that the goals and objectives should evolve directly from the needs assessment conducted. Thus, every need identified should lead to a goal (a broad, umbrella-like statement) and an outcome (a behavioral statement relative to student performance). It is possible that one or more outcomes can be subsumed under one goal. For example, in the previous section, a needs assessment revealed that 40% of the student population in grades 7-12 did not achieve the first quartile, when administered the AAHPERD Physical Fitness Test. If that was part of the needs assessment conducted in your district, it should be reflected in a goal statement and at least one outcome. One possibility would be as follows:

Goal Statement #1:	Students in grades 7-12 will demonstrate an improvement in physical fitness.
Outcome #1.1:	By June, 1981, all students in grades 7-12 who achieved scores below the first quartile on the AAHPERD Physical Fitness Test will attain the median score for the group at the end of a six-month instructional program.

If more specificity is desired, more than one outcome may be included under each goal. The important point to remember is, outcomes (your expectations of pupil performance) should be directly related to the needs you desire to remediate.

BE SURE OUTCOMES ADDRESS APPROPRIATE APPLICATION CRITERIA

It was just stated that outcomes should evolve from the needs assessment. Now, it is stated that the outcomes should be consistent with application criteria.

There is no inconsistency. Outcomes should focus almost exclusively on the resolution of local needs. However, quite frequently the sponsors of grant awards have certain outcomes they desire to achieve. Consequently, they will insert their concern(s) as part of the application criteria. For example, one grantor stressed the importance of, and requested descriptive information relative to, a dissemination plan. If the author had submitted a proposal to that agency, he would have stated a specific outcome related to how he would "spread the message." The goal and outcome might have been expressed as follows:

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[1] While "goals and objectives" are viewed synonomously with the term "outcomes," the author prefers to use the latter term because it is more descriptive of our charge — to provide evidence of behavioral change.

Goal Statement #2: Project X will institute a state-wide dissemination plan.

Outcome # 2.1: As of June, 1981, Project X will establish 6 awareness and training centers at six geographically-situated institutions of higher learning within the state.

(Note: The outcome would have been more credible if I cited the specific colleges and universities that would be involved, and included support letters in the Appendix.)

An earlier section of the text, stressed the importance of inserting a cross-referencing index with prefatory materials. The purpose of a cross reference index is to provide the funding readers with a simple blueprint which will enable them to locate quickly critical program information. (If you've ever read grant applications, you are aware of the frustration of delving through a compendium of material to locate specific information.) A suggested format is presented below. (The format was taken from a USOE proposal submitted by the author. See Appendix D for the complete information which was submitted on one page.)

INFORMATION SOUGHT	LOCATION	SECONDARY SOURCE(S)	DOCUMENTATION
EDGAR CRITERIA			
Plan of Operation (20 points)	Pp.42-67	Pp.27-35	Appendices E,F-H, N,T

Interpretation of the blueprint is as follows:

1. The "Information Sought" column should include the application criteria and other major categorical headings you deem appropriate. The example cites one of USOE's criteria — the plan of operation.
2. "Location" should identify the primary source of information. In the example, the reader is advised that pages 42-67 provide specific information related to the overall proposal plan.
3. Often, application criteria and other major aspects of your report are reflected on pages other than the primary source. Thus, the reference to "Secondary Source(s)." Reference to pages 27-35 informs the reader that further descriptive material related to the plan is available for review.
4. And finally, "Documentation" — the name of the game. The last category should provide the reader with explicit information which has been cited in the proposal.

(You will note that Appendix D also includes a Table of Contents and a Glossary — two other recommended procedures for ensuring that the reader will be able logically and quickly to identify and read the important aspects of your proposal.

LINK OUTCOMES WITH INSTRUMENTATION AND INTERVENTION PROGRAM TO ENSURE A SOUND EVALUATION PLAN

Many applicants give too little thought to program outcomes. At best, they will state objectives which are measurable. However, seldom do they reflect upon:the types of data which will be generated by the outcomes selected; the availability of instruments to measure the outcomes; and an overall testing and field implementation plan. The aftermath in many cases is chaotic, because a well-designed evaluation plan was not formulated in conjunction with program outcomes.

To ensure that your proposal has a sound, built in evaluation plan, link your outcomes with instrumentation, the testing schedule, and the intervention program which will be used. It is important that these decisions be made at this time. To aid you in the linkage process, consider the questions listed below and the implications, and make the decisions necessary to ensure that your overall evaluation plan will meet rigorous standards.[1]

.What type of data will you be collecting?
Implications: The type of data collected (be it nominal, ordinal, interval, or ratio) will restrict the statistical tools that one can use.
.Are valid and reliable instruments available to measure the desired outcomes?
.Implications: A negative response really poses a major problem because of the time, energy, and expertise needed to develop a valid and reliable instrument.
.Do you plan to pre-test all students?
Implications: Advanced statistic techniques such as Analysis of Covariance requires pre-testing so that adjustments can be made for individual differences.
.Do you plan to use a "control" group?
Implications: Failure to include a control group will limit the possibility of validly assessing the impact of your intervention strategy on the students involved in the study.

BE SURE OUTCOMES ARE WRITTEN BEHAVIORALLY

Recent educational research has seen a trend from the evaluation of "static" variables to the evaluation of "alterable" variables.[2] Formerly researchers conducted studies to determine the impact of teacher attributes (such as age, sex, years of experience, or degrees acquired) on the quality of education. Or, studies were conducted to investigate the impact of institutional - or student-related variables on achievement. Examples of such variables would be the number of texts in a library, or per pupil expenditure for education. All these variables tend to be static and, consequently, difficult to modify if change was deemed appropriate.

As a result, educational researchers questioned the logic of addressing the same issues. Would it not be more beneficial to investigate variables over which we have control? Accordingly, to identify these alterable variables, they looked at the teaching/learning process.

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[1] Some of the questions may pose a problem because you are not familiar with statistics and research design. If so, it is critical that you seek the assistance of one experienced in these areas. Failure to make the proper decisions at this point may result in an extremely weak evaluation design which will haunt you for years to come.

[2] Benjamin S.Bloom, "The New Direction in Educational Research: Alterable Variables," Phi Delta Kappan, February, 1980,pp.382-385.

By observing teacher-student interactions, they could identify those behaviors that resulted in effective teaching and quality learning.

Although this may be a round-about way to address the topic of writing outcomes behaviorally, reflection on the distinction between the two terms (static-alterable) and clarification of a behavioral outcome should result in your ability to prepare meaningful, objective, quantifiable statements.

Component Parts of a Behavior Outcome

The "key" to writing a sound outcome is specificity. The statement should provide evidence of:

1. "Who" will perform the activities to be done.
2. "What" will be done.
3. A "standard" to ascertain whether or not the "what" has been accomplished.
4. The "conditions of restrictions" under which the "what" will be performed.

Let us analyze Outcome 1.1 on page 39.

> By June, 1981, all students in grades 7-12 who achieved scores below the first quartile on the AAHPERD Physical Fitness Test will attain the median score for the group at the end of a six-month period.

Is the outcome specific? Does it address all of the component parts of a sound behavioral outcome? The author believes it is specific and addresses all critical areas. His justification is below. Do you agree? If you disagree, how would you modify the statement?

Component	Statement Phrase Which Complies With The Requirement
1. Who	"all students in grades 7-12 who achieved scores below the first quartile".
2. What	"will attain"
3. Standard	"median score on the AAHPERD Physical Fitness Test"
4. Conditions/ Restrictions	"end of six-month period, by June, 1981"

An Exercise in Writing Behaviorally

Given the information provided in the previous paragraphs, revise the following general objectives so that they reflect sound behavioral outcomes.[1]

Objective #1: To improve penmanship.

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[1] Review each "what" carefully. Be sure that the verb selected is observable.

Behavioral Outcome #1 ____

Objective #2: To demonstrate proficiency in mathematics.

Behavioral Outcome #2: ____

Objective #3: To establish rapport with students. (This revision requires careful thinking.)

Behavioral Outcome #3: ____

After writing the behavioral outcomes, analyze each statement and insert its component parts in the appropriate columns below.

Behavioral Outcome #1

Component	Statement Phrase Which Complies With The Requirement
.Who	
.What	
.Standard	
.Conditions/ Restrictions	

Behavioral Outcome #2

.Who	
.What	
.Standard	
.Conditions/ Restrictions	

Behavioral Outcome #3

.Who	
.What	

Behavioral Outcome #3(Cont.)

.Standard ______________________________

.Conditions/ ______________________________
Restrictions

(Note: After completing the assignment, refer to Appendix G for one behavioral outcome possibility for each of the objectives.)[1]

SUMMARY

The following guidelines are recommended for writing program goals and objectives:

.Think of goals and objectives as outcomes. The term "outcomes" will be a constant reminder that the statements must be measurable.

.As you write your outcomes,check the needs statements to ensure there is a logical flow from one to the other.

.Review funding agency priorities and criteria carefully and, where necessary, include outcome statements to comply with them.

.Develop an overall evaluation plan which is consistent with program outcomes to ensure a rigorous research design.

.Prepare outcomes which make evident "who" will do "what" in terms of what "standards" and in accordance with what "conditions or restrictions."

.Focus on the development of student related outcomes.

CHAPTER IX: ASSIGNMENTS AND REFERENCES

Assignments:

1. Compare the behavioral outcomes you designed on pages 43-44 with the examples in Appendix G. If needed, make necessary corrections.
2. Prepare goal statements and behavioral outcomes based on the needs assessment for your proposal. Be sure to include a goal statement(s) and outcome(s) for funder priorities and/or criteria.

Sources of Reference

1. Benjamin S.Bloom, ed., Taxonomy of Educational Objectives, Handbook #1: Cognitive Domain, 1956.
2. David R.Kathwohl, Benjamin S.Bloom, and Bertram B.Masia, Taxonomy of Educational Objectives, Handbook #2: Affective Domain, 1956.
3. Robert F.Mager, Preparing Instructional Objectives, 1962.
4. David A. Payne, The Specification and Measurement of Learner Outcomes, 1968.

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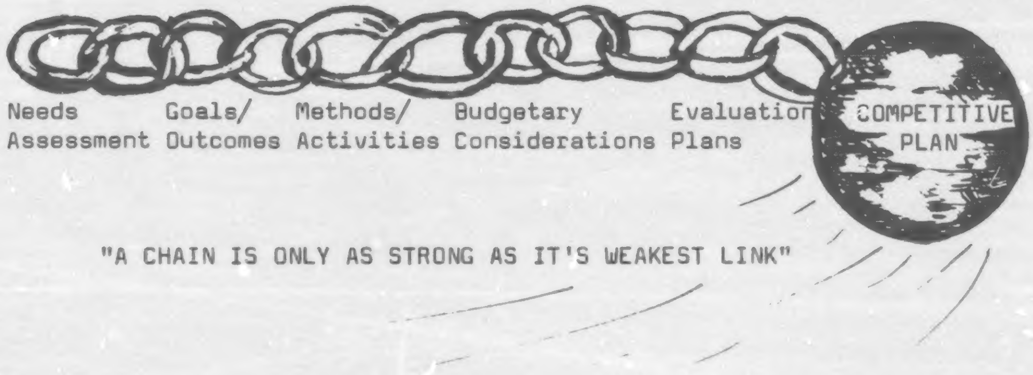
[1] See page 97

CHAPTER X

WHAT DOCUMENTATION IS NEEDED TO ENSURE THAT YOU WILL ACHIEVE YOUR PREDETERMINED PROGRAM OUTCOMES?


Needs Assessment
Goals/ Outcomes
Methods/ Activities
Budgetary Considerations
Evaluation Plans
COMPETITIVE PLAN

"A CHAIN IS ONLY AS STRONG AS IT'S WEAKEST LINK"

Chapter IX stressed the importance of writing program outcomes which indicate what you desire to accomplish, and recommended that you establish an aspirational level for each outcome. If you prepared your outcome statements in accordance with the guidelines given, you will have little difficulty documenting what you will do. (You cannot document achievement. You may not achieve all aspirational levels, but it is not essential that you achieve each standard. What is critical is that the readers be able to assess the degree to which you accomplished each outcome.) Clear documentation requires the initiation of the following two strategies.

1. CITE THE METHODS, ACTIVITIES, AND STRATEGIES WHICH WILL BE EMPLOYED

Two themes stressed throughout the text have been: the preparation of your proposal so that all major component parts flow logically and sequentially; and the importance of making all written materials as explicit as possible. You will now see one example of why these themes are stressed.

Let us reexamine the behavioral outcome dealing with physical fitness. The outcome was stated as follows, "All students in grades 7-12 who achieved scores below the first quartile on the AAHPERD Physical Fitness Test will attain the median score for the group at the end of a six-month instructional program." The statement provides the overall parameters for what must be done. All one needs to do is to analyze the overall task and list sequentially the methods, activities, and strategies which must be performed. One approach to addressing the physical fitness outcome would be to list the activities cited in the next section.

The first strategy to document what will be done to attain an outcome standard is to list sequentially each and every task that must be performed. Think through each outcome very carefully. Try to avoid omissions because omissions may negatively impact on the budget you prepare. When you have prepared a list of activities for each of your outcomes, you are ready for strategy #2.

2. PROVIDE TIMELINES AND THE NAMES OF THE IMPLEMENTORS

The list of methods, activities, and strategies identifies "what" must be done. To make tasks more credible, you should include the names of the individuals who will perform each activity and also cite the dates of accomplishment. with the inclusion of names and dates you will be providing "who" will do "what" and "when."

Let us view physical fitness from goal statement through activity statements, to see if the reader is provided all of the information needed to evaluate the process.

Goal Statement #1:	Students in grades 7-12 will demonstrate an improvement in physical fitness.
Outcome #1.1:	By June, 1981, all students in grades 7-12 who achieved scores below the first quartile on the AAHPERD Physical Fitness Test will attain the median score for the group at the end of a six-month instructional program.

Methods, Activities, or Strategies	Implementor	Timeline
1. Prepare a list of students who achieved performance scores below the first quartile.	Project Director	7/1-15/1980
2. Set up individual folders for students so identified.	Project Director	7/15-9/5/80
3. Prepare and reproduce packets of physical tasks and activities clustered in accordance with each physical fitness factor.	Project Director	7/15-9/5/80
4. Meet with individual students to discuss performance scores and priority needs.	District Staff	9/5-15/80
5. Prescribe exercises which are consistent with individual needs. (Students will select their specific exercises under teacher supervision.)	Students	9/15-30/80
6. Institute a 15-minute pre-activity individualized conditioning program for six months.	District Staff	9/30-6/1/81
7. Reproduce individual and composite test forms.	Project Director	9/30-6/1/81
8. Administer post-test.	District Staff	6/1-15/81
9. Prepare composite report which reflects the pre- and post-test percentile score for each of the students who initially scored below the first quartile.	Project Director	6/15-6/23/81
10. Analyze data to ascertain degree to which outcome was attained.	Project Director	6/23-30/81

(Note: This design, single group, does not assess true gains. To determine true gains, a control group would be needed. However for this outcome, it is believed the design would be acceptable.)

Your response to the detailed list of activities and other specifics may be, "I have reviewed many proposals and they did not have to cite all the detail you recommend." Or, "Must I use the same procedure for each outcome I list?" My response to the first question would be, "Were the proposals you reviewed funded?" Or, "If they were funded, were they grant applications which required little more than the submission of demographic data?" Remember, you do not have to include all of the detail recommended, but, if you would like your proposal to be given careful consideration, then, you are urged to follow the detailed format.

In response to the question, "Must I use the same procedure for each outcome I list?" "Yes, the format and procedure should be the same, regardless of the number of outcomes cited." Applicants tend to list too many outcomes, which sometimes poses a problem for application reviewers, namely "Are all the outcomes realistically attainable?" Thus, I would make two points relative to your question:

1. Use the recommended format:
   - .goal.
   - .outcome statement.
   - .activities — implementors — timelines.
2. Limit your outcomes to what is realistically attainable.

We have discussed the rationale for using the approach, now to return to reviewing the example. What was described was the "who,""what," and "when" relative to the improvement of student physical fitness. All required activities were identified and those responsible for performing each activity and realistic achievement dates were included.

One final fact related to the format is worth mentioning: the time and effort expended in detailing all that must be done will reap dividends in the budget preparation section of your application. For when you list all activities, you will be setting up a sound procedure whereby you can "audit trail" all expenditures (i.e., reflect the cost of each activity). The audit trail procedure and other recommended budgetary procedures are explained in Chapter XII.

SUMMARY

Documentation of what we will do is really the "heart" of the grant proposal. It's true that needs assessment, outcomes, evaluation plan and budgetary considerations are all critical aspects of a proposal. However let's look at the overall application process:

NEEDS ASSESSMENT+GOALS/OUTCOMES+METHODS/ACTIVITIES+BUDGETARY CONSIDERATIONS+EVALUATION PLAN=PROPOSAL APPLICATION

Note that "Methods/Activities" are the center of the process. Failure to provide strong documentation in this area will weaken or destroy the entire application.

In summary, your application will be competitive if you cluster and provide goal/outcome information as follows:

.Goal Statement.
.Behavioral Outcome.
.Methods, Activities, and Strategies to be Employed.
.Implementors.
.Timelines.

CHAPTER X: ASSIGNMENTS AND REFERENCES

Assignments:

1. Relate to the grant application process the old adage, "a chain is only as strong as its weakest link.' Do so, by identifying the components of a sound proposal and describing what may happen if pro-

gram outcomes are not documented.

2. Review your proposal outcomes. Are they realistic? Attainable? Make any final adjustments deemed necessary. Prepare a report which reflects: your goal statements; outcomes, activities, methods, and strategies; the person(s) responsible to perform each task; and the timelines for each task. Provide all information in accordance with the format on page 47.

Sources of Reference:

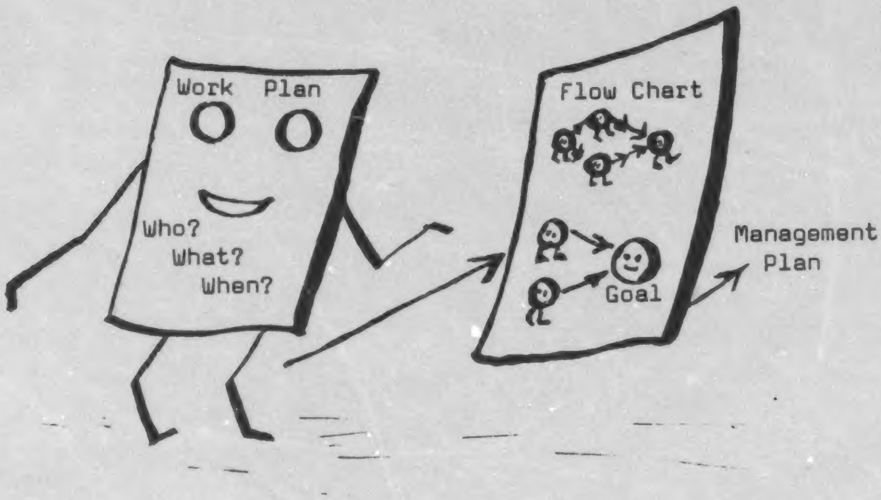
1. Thomas M.Vodola, Developmental and Adapted Physical Education: Low Motor Ability, 1976, pp.110-120.
2. Early Childhood Education (n.d.).

POINTS TO REMEMBER

- .FOCUS METHODS, ACTIVITIES, AND STRATEGIES ON THE REMEDIATION OF STUDENT NEEDS
- .REQUEST FUNDS TO SUPPLEMENT RATHER THAN SUPPLANT REQUIRED PROGRAMS
- .BE SURE OUTCOMES ADDRESS NEEDS AND APPLICATION CRITERIA
- .FORMULATE AN EVALUATION PLAN AS YOU WRITE PROGRAM OUTCOMES

CHAPTER XI

HOW AND WHY IS A MANAGEMENT PLAN DEVELOPED?



Most grant applications require a management plan, or a pictorial/descriptive overview of one's work plan. The descriptive material and assignments in Chapter X have provided you with the expertise needed to develop the work plan. This section provides you with the skills needed to develop a comprehensive management plan, referred to as a P.E.R.T Network.
(Note: To move into this phase of proposal writing, you must complete the assignments in Chapter X.)

THE P.E.R.T.NETWORK: AN EFFECTIVE MANAGEMENT PLAN[1]

A P.E.R.T. Network is an organized procedure for depicting the interrelationships between and among a variety of tasks which must be performed to complete a job. (The acronym "P.E.R.T." stands for Program Evaluation Review Technique.) The network plan provides the developer with a means of scanning the total operation and noting exactly what must be accomplished throughout the entire time frame. In other words, it provides you and the funding agency with visual and descriptive evidence that your overall management plan is effectively designed and will result in the achievement of all program outcomes.

DESCRIPTION OF THE P.E.R.T. NETWORK PROCEDURE

Developing a P.E.R.T.Network is a two-step operation. Step 1 requires listing sequentially all activities which must be performed to achieve a goal. Step 2 requires translating the descriptive information into a pictorial flow chart.

Preparing an Activity Checklist

Listing sequentially all activities sounds familiar. We performed that task in the previous section. All we need to do is to "plug" that information into the Activity Checklist format. The best way to describe how to prepare a checklist is to continue with the physical fitness example used in previous sections.

Table I depicts the work plan for the physical fitness outcome. The ten activities and other information from page 47 were inserted into the Activity Checklist format, and each activity was broken down into subordinate tasks.

TABLE I

ACTIVITY CHECKLIST FOR PHYSICAL FITNESS OUTCOME 1.1

Event Numbers		Activity Description	Implementor	Timeline
Beginning	Ending			
1	2	Prepare List Of Students .Review individual pretest scores. .Identify composite performance scores which fall below the 1st quartile. .Prepare/share list of students in need of accelerated conditioning program with staff.	Project Director	7/1-15/1980

---

[1] Materials and concepts abstracted from a presentation conducted by staff members from the New Jersey Department of Education, 1973.

TABLE I (CONT.)

Event Numbers		Activity Description	Implementor	Timeline
Beginning	Ending			
2	3	Set Up Individual Student Folders .Purchase necessary folders. .Record student names, days, and periods on folder tabs. .Insert pre-test results in folders.	Project Director	7/15–9/5/80
2	4	Prepare Fitness Exercise Packets .Prepare list of exercises for each physical fitness factor. .Type and mimeograph exercises. .Collate and staple individual packets. .Insert packet in each folder.	Project Director	7/15–9/5/80
4	5	Meet With Students To Discuss Priority Needs .Meet with staff to: -distribute their students' folders. -discuss procedure for individualizing instruction. -explain how exercise packets are to be used. .Meet with students to discuss their individual programs.	District Staff Project Director	9/5–15/80
5	6	Prescribe Individual Exercises .Determine relative strengths/needs. .Prioritize needs. .Prepare list of exercises, consistent with needs.	Students (Students to select their exercises under staff supervision.)	9/15–30/80
6	7	Reproduce Post-Test Forms .Mimeograph individual and composite test forms. .Distribute forms to staff.	Project Director	9/30/80–6/1/81

TABLE I (CONT.)

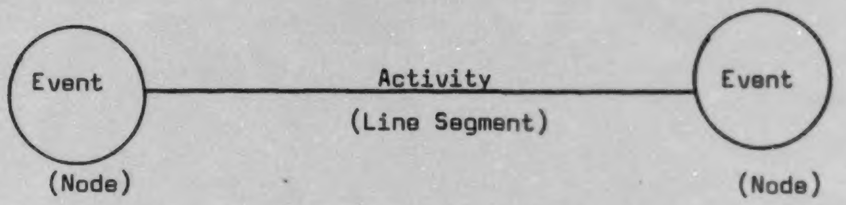
Event Numbers		Activity Description	Implementor	Timeline
Beginning	Ending			
6	8	Institute Conditioning Program .Plan six-month pre-activity schedule. .Secure/set up needed supplies and equipment. .Assist/motivate students. .Keep record of daily performance scores.	District Staff Students	9/30/80-6/1/81
8	9	Administer Post-Test .Distribute individual forms to students. .Set-up testing stations. .Test students and collect forms.	District Staff	6/1-15/81
9	10	Prepare Composite Report .Collect individual forms from staff. .Type/reproduce pre-post test composite report (raw scores/percentiles).	Project Director	6/15-23/81
10	11	Analyze Data .Identify and list students who achieved outcome standard. .Compute percentage of students who attained standard.	Project Director	6/23-30/81

An explanation of a pictorial network and a look at the network relative to the physical fitness outcome will further clarify the "Checklist."

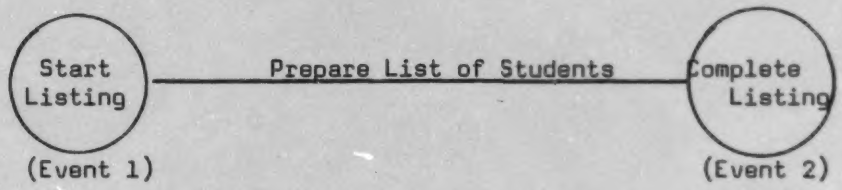
Preparing a Pictorial Flow Chart

Preparation of a network requires one to set up a pattern of interacting lines, connected by nodes (circles). The lines represent activities and the nodes represent events. One should set up a network to illustrate a sequence of activities. The following samples will explain the basic process.

Network samples. The basic components of a network are reflected on page 54.

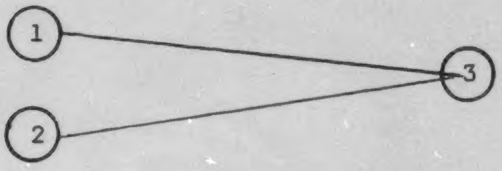

Event
Activity
(Line Segment)
Event
(Node)
(Node)

The second illustration reflects the first physical fitness outcome set-up in network format.

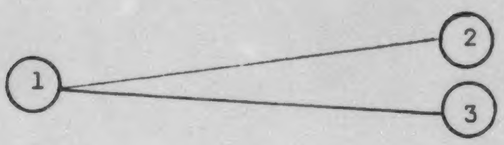

Start
Listing
Prepare List of Students
Complete
Listing
(Event 1)
(Event 2)

Note that the nodes (events) are used to initiate and terminate an activity; line segments are used to reflect the activity.

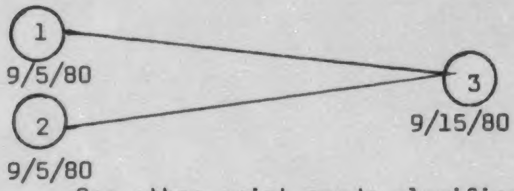
When interlinking a series of events and line segments, it is essential that one conduct a task analysis and work out patterns of interdependence prior to setting-up a complete network because sequenced events involve constraints. Let's look at three examples and explanations:



In the first example Events (1) and (2) are constraints on Event (3). In other words, Events (1) and (2) must take place before Event (3).

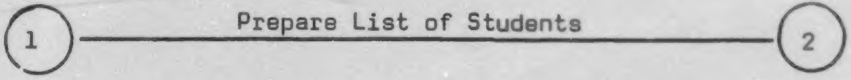


In this example, Event (1) is a constraint on Events (2) and (3). Event (1) must be completed prior to Events (2) and (3).

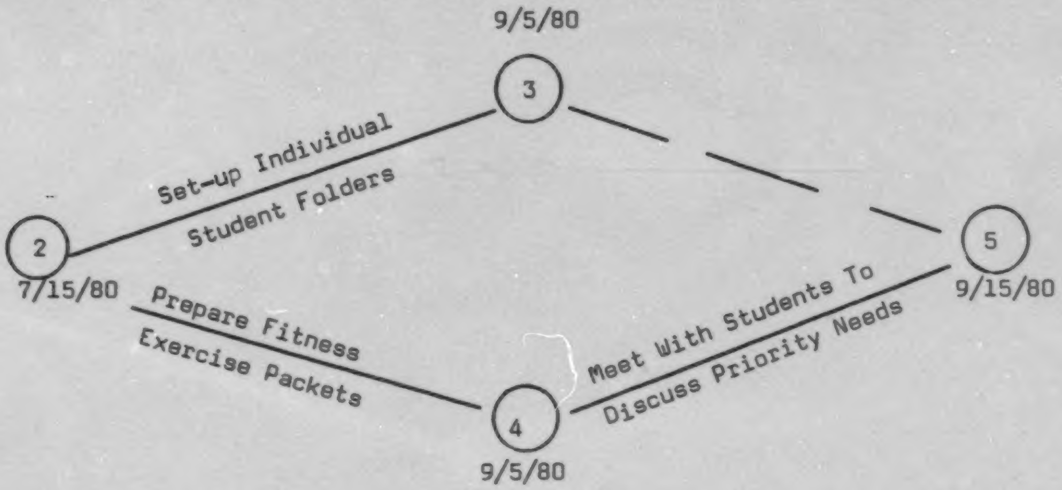

1
9/5/80
2
9/5/80
3
9/15/80

To clarify the constraint relationship, realistic dates should be inserted below each event. In the example, Events (1) and (2) start on 9/5/80 and must be completed by 9/15/80.

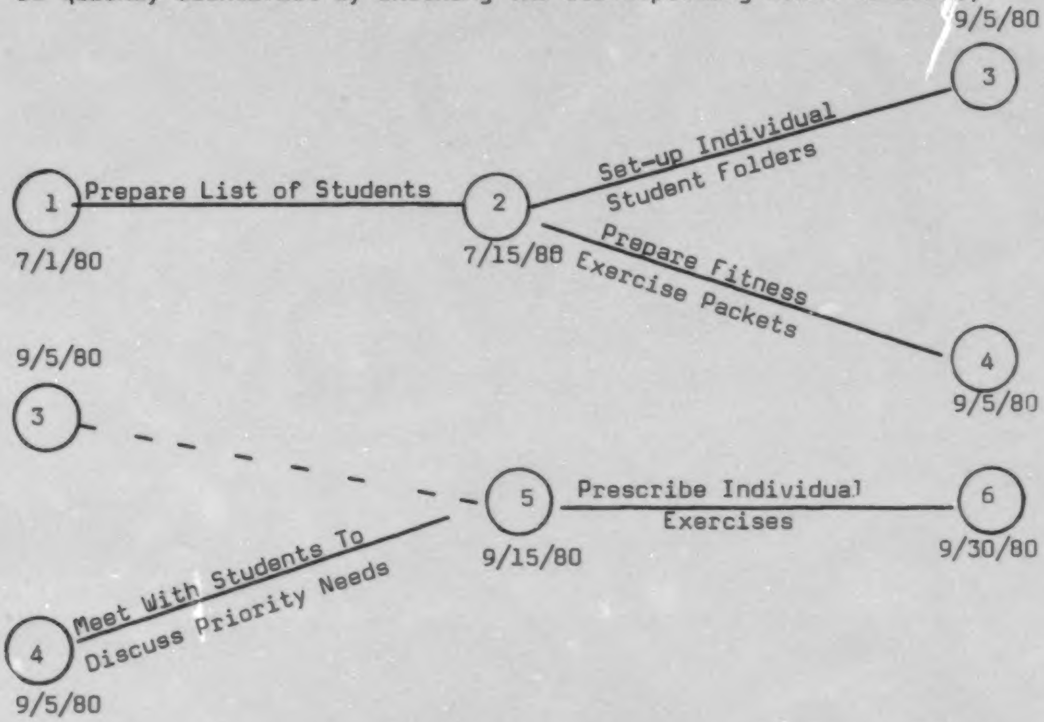
One other point needs clarification — the difference between types of constraints. A solid line between two events indicates a constraint relationship because an activity must be performed. Example:


1
Prepare List of Students
2

In some instances, however, one event is a constraint on another, but no real activity takes place. In the following illustration, Event (3) would be "to complete setting-up of individual student folders"— a constraint on Event (5). However, between (3) and (5) no activity takes place because individual folders will have been completed by 9/5/80. In this case, the pattern of constraint is reflected with a dotted line.


9/5/80
3
Set-up Individual
Student Folders
2
7/15/80
5
9/15/80
Prepare Fitness
Exercise Packets
Meet With Students To
Discuss Priority Needs
4
9/5/80

A pictorial network of the physical fitness work plan. Figure 1 below illustrates all of the activities cited in Table I (pp.51-53). As you review the network, refer to Table I to note the relationships. (Note: The relationships between the "Checklist" and the "Network" can be quickly identified by checking the corresponding event numbers.)


9/5/80
3
1
Prepare List of Students
2
Set-up Individual
Student Folders
7/1/80
7/15/80
Prepare Fitness
Exercise Packets
4
9/5/80
9/5/80
3
5
Prescribe Individual
Exercises
6
9/15/80
9/30/80
Meet With Students To
Discuss Priority Needs
4
9/5/80

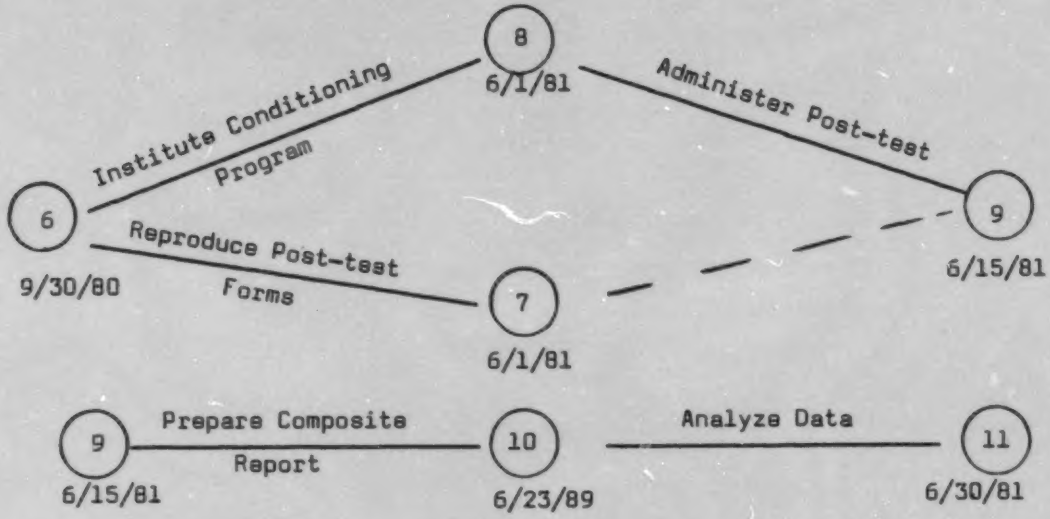

8
6/1/81
Institute Conditioning Program
Administer Post-test
6
9/30/80
Reproduce Post-test Forms
7
6/1/81
9
6/15/81
9
6/15/81
Prepare Composite Report
10
6/23/89
Analyze Data
11
6/30/81

Figure 1 P.E.R.T. Network For Physical Fitness Outcome 1.1

SUMMARY

A truly competitive grant proposal includes a management plan.[1] The intent of the plan is two-fold: (1) to provide the applicant with procedure for supervising the total project; and (2) to enable funding agency representatives to review the work plan quickly. A sound management plan includes descriptive and pictorial information. The P.E.R.T. Network, a nationally-accepted management tool, is recommended for use because it complies with both requirements. Properly conceived, the P.E.R.T. Network will include: a work plan which details sequentially each activity, sub-tasks, the names of implementors and timelines; and a schematic which visually enables one to see the relationship of all of the aforementioned components.

CHAPTER XI: ASSIGNMENTS AND REFERENCES

Assignments:

1. Review Figure I on pp.55-56 and answer the following questions, or complete the statements:
   a. What events are constraints on Event 4? Answer:____________ ____
   b. True or False: Events 1-4 are constraints on Event 5? Answer: True False
   c. True or False: Event 7 is not a constraint on Event 9? Answer: True False
   d. A solid line reflects a constraint in which____________________________________
   e. A dotted line reflects a constraint in which____________________________________

---

[1] Appendix H, on page 98, reflects another management plan strategy referred to as a GANNT Chart.

f. The distinction between an "event" and an activity is ____

Sources of Reference:

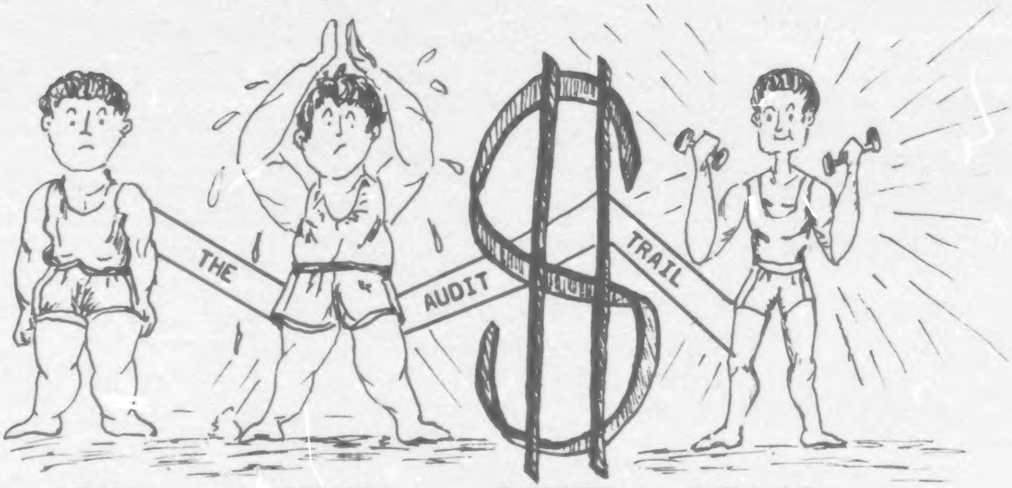
1. Bruce N.Baker and Rene L.Eris, An Introduction to PERT-CPM, 1964
2. Federal Electric Corporation, A Programmed Introduction to PERT, 1963.
3. Herbert D. Thier, PERT and the Administration of Curriculum Innovation (n.d.).
4. Thomas M.Vodola, Developmental and Adapted Physical Education: A Competency-Based Teacher Training Manual, 1975. (Annotated Bibliography.)

POINTS TO REMEMBER

- .INCLUDE A MANAGEMENT PLAN WHICH VERBALLY AND PICTORIALLY DESCRIBES YOUR OVERALL PROPOSAL
- .FOR EACH TASK, CITE THE NAME OF THE IMPLEMENTOR AND THE DATE THE TASK IS TO BE COMPLETED

CHAPTER XII

WHAT BUDGET PROBLEMS ARE ENCOUNTERED AND HOW CAN THEY BE AVOIDED?



OUTCOME: LOSE WEIGHT
ACTIVITY: JUMPING JACKS
EXPEDITE: DOLLARS
RATIONALE: "BODY BEAUTIFUL"

Listing budgetary expenses frequently poses a problem for applicants, a problem which results from poor planning. Budget sections are often questionable or unacceptable for one or more of the following reasons:

1. The total cost of the budget is unrealistic.
2. Some or all of the items are illegal.
3. There is little or no relationship between line item requests and the proposal plan.
4. There is no evidence of agency commitment.
5. There is no evidence the proposal is cost effective.
6. The agency has not documented "how" the program will be continued after state/federal funding ceases.

All of the aforementioned problems can be avoided if the applicant: prepares and submits a proposal consistent with the guidelines recommended in the previous sections, and incorporates the "tips" cited below. Remember that the "key" to a winning proposal is careful, reflective thought followed by a logical, sequential flow of activities. Let us, now, address what one should do to avoid the questionable or unacceptable budgetary practices listed above.

UNREALISTIC BUDGET REQUEST

Unrealistic budgetary requests are usually attributable to a failure to read the application guidelines carefully or to an inconsistency between one's outcomes and funds requested.

Tips to Ensure Submission of a Realistic Budget Request

1. Read the application guidelines and criteria carefully. If a maximum allowance is quoted, be sure your total figure is consistent with that sum. (Failure to comply with the budget limitation will, at best, result in a loss of application points.) If no limitation is cited, base your total budget request on what you plan to do.
2. Prepare a total budgetary figure consistent with the population being served. For example, consider two applicants who desire $10,000.00 to fund their projects. One applicant indicates his thrust is to improve the reading of 50 3rd grade students; the other applicant indicates the same goal, but addressing also the needs of 200 students in grades 3-6. Which project would you tend to fund? The latter project of course because to some extent funding is a "numbers game," with state and federal funding agencies primarily concerned with impact upon many students.

(Note: To ascertain whether the budget is realistic, one of the first things that I do as a reviewer is to look at per pupil cost. In the examples cited, the comparative costs would be $200.00 per student and $50.00 per student.)

ILLEGAL BUDGETARY ITEMS

This issue was addressed previously. The reader was admonished not to request funds to supplant any aspect of the basic, required instructional program.

Tips to Ensure Budgetary Requests are Permissable

1. Review application guidelines and criteria carefully to note if funds are restricted to certain expenditures. For example, some funding agencies do not permit expenditures for staff salaries, equipment, or major facility modifications.
2. Stress the fact that the funds will be used to supplement an existing program.
3. In situations where there is a fine line of distinction as to whether the funds are requested to supplant or supplement a district requirement, clearly identify the program as original or unique.

In addition, include documentation by the Board of Education that upon termination of support funds, the program will continue to be operational, with all costs underwritten by the district.

INCONSISTENCIES BETWEEN LINE ITEM REQUESTS AND PROPOSAL PLAN

In the years spent assisting staff members develop their proposals and reviewing grant applications for state and federal authorities, I found inconsistencies between line item requests and the proposal plan as a major flaw. In fact, on some occasions, I could not see any relationship between expenditures and the project thrust. (Unfortunately, in many of those situations the reviewer becomes aware that the primary intent of the applicant is to purchase equipment and/or hire personnel rather than to resolve a problem. When funding requests are suspect, rejection of the application becomes a strong likelihood.

Tips to Ensure Consistency Between Line Item Requests and Proposal Plan

1. Familiarize yourself with the Line Account Number budgeting categories used by state and federal agencies. Some applications require one financial statement; others require two statements — a detailed breakdown of expenses and a composite report. In most instances, you are expected to categorize expenses according to a standardized procedure. For example, some agencies require that all instructional supplies be reflected in Line Account No.240 and audio-visuals clustered under Line Account No.230. (See Appendix I for the standardized line account procedure used by the New Jersey State Department of Education.)[1]
2. Adopt a budgetary plan which enables you to "audit trail" all expenses.[2] The procedure can be explained through two examples:
   A sound method of documenting expenditure consistency with your overall proposal plan is to "tie in" line account numbers and expenses with your goals, outcomes, activities and sub-tasks. (This poses no problem because you prepared that information for a previous assignment.) Let us return to old faithful — the physical fitness outcome — to see how easy it is to audit trail all activities. Note that the information reflected in the budget plan, Table II, is consistent with the information provided in the Activity Checklist on page 51.

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[1] See page 99

[2] "Audit trailing" may be defined as the listing of all expenditures so that they can be traced directly to the source of the cost. This procedure is part of a new trend in accounting which stresses accountability. No longer is it acceptable practice to lump all expenses under line account numbers. This approach, referred to as program-oriented budgeting, mandates that all expenses be keyed to specific activities.

TABLE II

COST ANALYSIS OF WORK PLAN EXPENDITURES

Goal #1: To improve physical fitness.

Behavioral Outcome 1.1: All students in grades 7-12 who achieved scores below the first quartile on the AAHPERD Physical Fitness Test will attain the median score for the group at the end of a six-month instructional program.

Major Activity	Task	Cost Explanation	Cost	Line Acct. No.
Prepare List of Students	.Review individual pre-test scores.	Project Director's salary, 5 days @ $60.00	300.00	110
	.Identify composite performance scores which fall below 1st quartile.	Clerk Typist's salary, 2 days @ $30.00	60.00	110
	.Prepare/share list of students in need of accelerated conditioning program.			
Set Up Individual Student Folders	.Purchase necessary folders.	1 case of file folders	40.00	250
	.Record student names, etc. on folder tabs.	Project Director's salary, 2 days @ $60.00	120.00	110
	.Insert pre-test results in folders.			No cost
Prepare Fitness Exercise Packets	.Prepare list of exercises for each physical fitness factor.	Project Director's salary, 5 days @ $60.00	300.00	110
	.Type and mimeograph exercises.	Clerk Typist, 3 days	90.00	110
	.Insert packet in each folder.	Case of mimeograph paper/stencils	100.00	250

(Note: Only the first three activities were audit trailed. It is suggested that you audit trail the remaining activities, as a beneficial exercise.

The New Jersey Department of Education requires use of an alternative plan worthy of consideration. The format is very similar to the one presented above. In addition, it provides columns for entering other funding sources. (For a sample of the IV-C Work Plan, refer to Appendix J.)[1]
(Point to Remember: Regardless of the budget format used, be sure to audit trail all expenses.)

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[1] See page 100

NO EVIDENCE OF AGENCY COMMITMENT

There is a pervasive feeling among dispensers of public funds that some applicants and their agencies are interested in the project they are sponsoring only because of the potential funds available to them. This attitude could well be supported by documented evidence if one were to conduct a follow-up study of districts and agencies that were funded in the past. One would be truly amazed at the number of projects which would be non-existent.) To dispel that attitude, the application should contain information which makes it readily apparent that the agency which desires the funds is truly committed to the innovative approach.

Tips to Document Agency Commitment

1. Provide budgetary evidence of any "in kind" contributions your agency will be making. For example, if you are to be the Project Director, and funds are not being budgeted for your services, estimate the time you will devote to the project and pro-rate your salary. Or, it may be that your district is committing facilities and/or supplies and equipment. Similarly, convert that information to a dollar figure and include it in your budget report under "Local Funds." (See Appendix J for a sample entry procedure.)[1]

(Caution: When using this strategy, be fair and realistic. Only list the cost value of those items which have been committed to the effort; the listing of unrealistic figures may have a negative impact.)

2. Provide explicit documentation that, if funded, you will make every effort to achieve your proposal outcomes. (This strategy is especially appropriate for districts that desire to replicate an NDN validated project. In a previous publication, the author recommends that applicants sign and include a Producer-Consumer agreement with their applications.)[2]
3. If you have field-tested any or all of what you desire to do, provide some descriptive information about your efforts and the results.

NO REFERENCE TO COST EFFECTIVENESS OF THE PROPOSAL

Reviewers are required to ascertain whether or not the budget figures are consistent with the proposal thrust and are cost effective. Consistency can be evaluated if the budget trailed, but the determination of cost effectiveness is virtually impossible. How can a reader objectively determine if your budget is frugal? He cannot, unless you provide assistance.

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[1] See page 100

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[2] Thomas M.Vodola, *Guidelines for Preparing and Submitting a Grant application to Replicate Project A.C.T.I.V.E.*, January, 1980, p.25.

Tips to Reflect the Cost Effectiveness of Your Proposal

1. Add another column to your budget report entitled "Rationale/Cost Effectiveness" which comments upon appropriate activities. Specifically, you should address your remarks to why the activities are essential and what you have done to minimize the expenditures. Table III on the next page, taken from an application recently prepared by the author, provides an example of how one can justify expenditures. (It also provides another "Budget Audit Trail" format.)[1]

LACK OF DOCUMENTATION OF PROGRAM CONTINUANCE AFTER FUNDING CEASES

Program continuance is not a budget problem, but is budget-related. Agencies fund successful proposals for a 1-3 year period. Their expectation is that the "seed money" will stimulate subsequent program growth and expansion.

Tips to Document Program Continuance After Funding Ceases

1. Devote one section of your proposal to a step-by-step procedure which details how you will "phase out" the need for state or federal funds. If funds are to be awarded for a three-year period, show how that transition will take place. One method is to indicate the need for less subsidization during years 2 and 3 because the district will underwrite the costs for certain activities.

   A Project ACTIVE application submitted by the author refers to this transition period as "self-destruct." The self-destruction plan detailed how a series of self-supporting Demonstration and Satellite Sites would be established geographically throughout the United States. The abstract, summed up the intent thus: "Finally, it is projected that four years hence, every region or state in the country will have an ACTIVE SS or training program at an institution of higher learning so that the national need for ACTIVE services will be on-going, despite the cessation of program funding."[2]

SUMMARY

Experience has indicated that grant applicants devote most of their energies to what they intend to do and give very little consideration to program costs. A well-balanced proposal should not only address what you plan to do, but should also include information relating to a variety

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[1] Thomas M.Vodola, "Project ACTIVE NDN Grant Application, 1980-81," p.xii.

[2] *Ibid*., p.ix.

TABLE III BUDGET AUDIT TRAIL

GOAL 2. Dissemination

ACTIVITY(IES)	EXPENDITURE DESCRIPTOR	LINE ACCOUNT NUMBERS						RATIONALE/COST EFFECTIVENESS
		100	110	130	240	250	810	
To conduct 100 awareness programs, mail 36,000 Newsletters, expedite 1,000 correspondence requests, process 100 phone calls, publish 25 ACTIVE articles, sell $36,000.00 worth of project manuals, and host 500 visitors to DD/DC's/SS's.	Awareness Offerings							Rationale: The variety of ACTIVE awareness strategies will be provided to ensure that ESP's can make a decision relative to program adoption. Cost effectiveness: Offering diversified awareness products/services is costly, but necessary. Measures to be taken to ensure that dissemination will be cost effective include: Awareness offerings .75% of the 100 offerings will be conducted by CT's at no cost. Newsletters .Bulk mailing will halve the former 1st class mailing expenses.
	.Reproduce/ship awareness materials:							
	Inservice training flyers, 10,000					$1400.00		
	Technical Briefs, 10,000					1400.00		
	College/University flyer, 10,000					1400.00		
	Mimeo paper, 40 cases @$40.00 cs					1600.00		
	Clerk Typist, 12 wks, @$200.00 wk		$2400.00					
	Editing materials, PD, 2 wks @$700.00	$1400.00						
	.CT salaries, 25 @ $75.00					1875.00		
	Newsletters							
	.Write/edit 9 issues, PD, @$100.00 issue					900.00		
	Type originals, label and mail Newsletters, Clerk Typist, 10 wks		2000.00					
	Print Newsletters, 9 issues @$500.00					4500.00		
	Postage, 36,000 Newsletters @.07					2520.00		

of budget and budget-related issues. A proposal that includes the following will provide strong evidence that the cost factor has been carefully considered.

1. A total budget figure which is within the prescribed limitations extablished by the funding agency.
2. A total budget figure which reflects a realistic per pupil cost.
3. Budgetary items which are restricted to those categories set forth in the application guidelines.
4. A statement (s) explaining that funds will be used to supplement an existing program or to develop an original or unique program.
5. Expenditures subsumed under the appropriate line account numbers.
6. Expenditures so listed that they may be "audit trailed."
7. A budgetary work plan and a composite report.
8. Realistic in-kind district or agency contributions which will be prorated on a cost basis.
9. Documentation of a sincere commitment to comply with application requirements by providing evidence of past project-related efforts and inclusion of a "letter of intent."
10. A budget report which reflects a rationale and cost effective statement for as many expenditures as possible.
11. A carefully detailed plan which indicates the transition that will take place — from total support of the project by the funding agency to total support of the project by the grantee.

CHAPTER XII: ASSIGNMENTS, AND REFERENCES

Assignments:

1. Prepare a "Budget Work Plan" for your proposal. The plan to be designed so that it:

   .May be audit trailed.

   .Reflects the dollar value of in-kind contributions.

   .Includes appropriate rationale/cost effectiveness information.

2. Write a paragraph or two detailing how your agency will continue the project after funding ceases. Be specific. Cite how each of the main expenditures will be underwritten by your district or agency.

Sources of Reference:

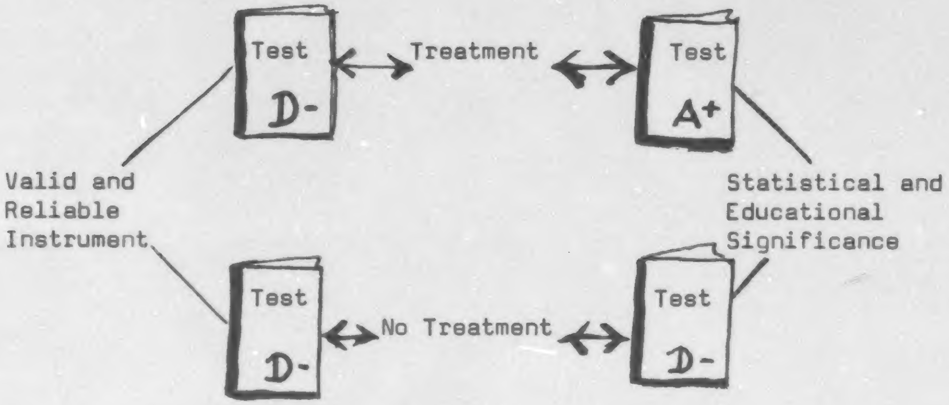
1. Education Division General Administration Regulations (EDGAR), Federal Register, Part II, April 3, 1980. (Annotated Bibliography.)

POINTS TO REMEMBER

.PREPARE A BUDGET BASED ON REALISTIC PER PUPIL COSTS

CHAPTER XIII

WHAT ESSENTIALS SHOULD BE INCLUDED IN THE EVALUATION SECTION OF YOUR PROPOSAL?


Test
D-
Treatment
Test
A+
Valid and Reliable Instrument
Statistical and Educational Significance
Test
D-
No Treatment
Test
D-

The sections dealing with behavioral outcomes recommended that an overall evaluation design be planned in concert with the formulation of outcomes, that outcome standards be determined carefully because they restrict the types of statistical tools which can be used.

Now that you have stated your outcomes and prepared an evaluation design, this section concentrates on:

1. The essential elements of a sound evaluation model.
2. Their implications for the "Evaluation Section" of your proposal.

FORMATIVE EVALUATION: AN ESSENTIAL ELEMENT OF A SOUND EVALUATION MODEL

Essentially, the intent of evaluation is to provide information about changes that occur not only during the study,but also after termination of the intervention strategy. Evaluation which occurs during the learning process is referred to as Formative Evaluation. The function of on-going formative evaluation is to provide the evaluator with critical information needed so that he/she can modify subsequent processes or products.

Many researchers neglect this aspect of evaluation, devoting most of their energies to measuring the end result, (i.e., they measure change after termination of their studies). All-too-frequently, their studies do not reflect significant differences in performance because they have not monitored and revised activities commensurate with learner needs. Let me cite some examples of how formative evaluation can provide needed assistance.

You have designed an individualized reading program. Students have been pre-tested, the deficiencies have been validated, and you prescribed an individualized packet of materials for each student. At the end of the year, you post-tested the students and compared the results with a control group and noted no statistically significant differences in performance. You conclude that the intervention strategy did not work. Your conclusion may not be correct because it is conceivable that the prescribed activities were inconsistent with some student needs. Had a build-in formative evaluation plan been included in the design, you could have noted the change needed and modified activities accordingly. In this example, formative information involving teacher observation and analysis of student performance was recommended. Another source of formative information may be obtained by getting feedback from students.

My own strong conviction provides the basis for the second example. It is my contention that learners should be maximally involved in the learning process, since the greater the involvement, the greater the learning that takes place. Consequently, in developing Project ACTIVE (a training program for teachers of the handicapped), I also developed an instrument whereby the trainees could evaluate and provide feedback relative to: the quality of the instructional materials, the value of the practicum experiences provided, and the expertise of the presentors. The instrument was designed to gather information relative to teacher concerns and, where appropriate, to modify subsequent training programs so that ACTIVE could better meet teacher needs. (See Appendix K for a sample of the instrument.)[1]
(It should be noted that teacher training program adjustments have resulted in improved teacher training competency scores.)

Implications for Evaluation Section

1. Adopt, adapt or devise one or more formative evaluation tools.
2. Include the tool(s) in the appendices.
3. Devote a paragraph or two in the "Evaluation Section" to a description of:
   - When and how you will administer the instrument(s).

---

[1] See page 101

- How you will use the results to improve the project processes or products.

SUMMATIVE EVALUATION: AN ESSENTIAL ELEMENT OF A SOUND EVALUATION MODEL

Summative Evaluation refers to the gathering of information after the termination of an intervention strategy. It is essentially hard data or facts which provide evidence of the extent to which change has taken place. While summative information cannot help one to improve the quality of instruction, it does provide indicators relative to the degree to which we have achieved pre-stated outcomes.

Public agencies are being pressured to ensure that funds are used prudently. They are also being mandated to fund only those applications which are designed to reflect clearly the impact of the intervention strategy on the target population. Consequently, top priority will be given to those proposals which provide strong evidence of the summative data which will be collected.

Any type of assessment instrument may be used to gather summative information; the critical factor is that this be administered at the termination of a study. Examples of summative evaluations, tools and procedures which are acceptable include:

- Observational checklists.
- Semantic differential scales.
- Standardized test instruments.
- Teacher-made instruments.
- A review of school records (e.g., number of days absent, tardy, etc.)
- Parental and student interviews.

Implications for Evaluation Section

1. Cite the assessment strategies which will be employed.
2. Include a sample of each instrument in the appendices.
3. Describe in the "Evaluation Section:"
    - When and how you will administer the instruments.
    - What statistical tools you will employ to determine the changes that take place.

STATISTICAL SIGNIFICANCE: AN ESSENTIAL ELEMENT OF A SOUND EVALUATION MODEL

Although summative evaluation provides information relative to changes that occurred, one cannot automatically conclude that the intervention strategy caused the changes. To illustrate: you conducted a study to improve student attitudes toward minority groups. Your design included: pre-testing your students, using an intervention designed to improve student attitudes, post-testing your students, and analyzing the pre to post gain. The analysis revealed your students made a 5 point gain in attitude and you conclude the gain was significant and the treatment benefitted the students.

While a change in attitude toward minority groups did occur, you cannot conclude that the treatment benefitted the students involved, because the following questions were unanswered:

- .Was the instrument to measure attitude valid and reliable?
- .Was a control group used? No evidence of the same was provided.
- .Was a statistical technique used to ascertain significance? No information was provided.

An explanation for each question is in order. The first requirement of a sound evaluation necessitates the use of a measurement tool which is valid (i.e.,measures what it intends to measure) and reliable (provides stable measurements). Rationale: if the measurement tool is fraught with error, one cannot ascertain whether the gain was attributable to the treatment or measurement error.

A sound and objective evaluation also necessitates the use of a control group. The purpose of the control group is to gather information over the same period of time, without use of the intervention strategy. For the example cited, a control group should have been pre- and post-tested at the same times as the treatment group (referred to as the experimental group). Rationale: if only the experimental group is used, you cannot ascertain whether the gain was attributable to the treatment, or to other contaminating variables such as maturation, familiarization with the test, and out -of-school factors. (If a control group is used, and both groups are randomized, the contaminating variables will be neutralized.)

The final requirement necessitates the use of a statistical tool to determine if the difference in gain scores between the two groups is statistically significant. Its use enables one to determine the level of significance of the difference between the posttest scores (i.e. to determine the extent to which the difference was attributable to the treatment effect and to the chance or error factor). For example, if an analysis of your data reveals significance at the 0.05 level, you can assume that subsequent replications of the study, under the same conditions will result in:

- .Similar gain differences in favor of the treatment group 95 times out of 100 replications.
- .Gain differences which reflect no significance in 5 of the 100 replications.

Implications for Evaluation Section

1. Provide evidence that the instruments used to measure change are valid and reliable. Include all necessary specifics such as: source of information, ages and grade levels of the populations involved, pre-post testing dates, validity and reliability coefficients, and norms, if available.
2. Make explicit the fact that you are using a control group. Explain the design of your study, unless it has been described earlier in your proposal. (In that event, refer the reader by footnote to the page that describes control group usage.)
3. Identify the statistical tool that will be used to determine statistical significance. Also include the level or significance you hope to attain and whether the design is "one-or two-tailed."

Sound design mandates the level of significance and direction of the findings be cited before the study is conducted.

4. Indicate that your study will be replicated at three different sites (urban, suburban, rural), if possible. Replication, though not a requirement, is strongly recommended. By so doing, you will be advising the funding agency that:

   - Convincing evidence will be provided; one study is suspect, but several studies will make favorable findings much more believable.
   - The innovative practice may have a similar impact on different target populations and in different geographic regions of the state or country.

EDUCATIONAL SIGNIFICANCE: AN ESSENTIAL ELEMENT OF A SOUND EVALUATION MODEL

While statistical significance is of major importance to the grantors of funds, they are equally interested in a description of the educational significance of your findings. In other words, you are expected to translate the statistical significance into words which justify the benefits derived. Assuredly, the whole concept of educational significance is largely judgemental. However, in deciding on the educational significance of the treatment effects, you should consider, and where appropriate, make reference to:[1]

- Overall cost of the intervention strategy as it relates to the gain scores.
- Changes comparable to previous positive studies,
- The opinion of experts in the field.
- A statistical rule of thumb that "the effect must equal or exceed some proportion of a standard deviation — usually one-third, but at times as small as one-fourth..."

Implications for Evaluation Section

1. Address the area of educational significance. Do research on what effects you would have to attain to make the gains credible. Cite the hypothetical effects and the judgemental basis for your decision. This information, though not required, alerts the funding agency to the fact that not only are you cognizant of this important issue, but also that if funded, your final report will provide evaluation findings on educational significance.

SUMMARY

While all sections of a proposal are equally important, grant application reviewers tend to critique the "Evaluation Section" very carefully to determine if the section is consistent with all previous sections , and more important, if the evaluation tools and design cited will enable you to assess whether or not you will achieve your proposal outcomes. To ensure that your "Evaluation Section" is rated highly, the following essentials should be addressed:

---

[1] Abstracted from G.Kasten Tallmadge, Ideabook: The Joint Dissemination Review Panel, October, 1977, pp.31-39. (Annotated Bibliography.)

1. Formative evaluation: descriptive information and instruments which will be used as a basis for identifying and modifying the treatment.
2. Summative evaluation: descriptive information and instruments which will be used to note treatment impact.
3. Instrument reliability and validity: documentation that the instrument validly measures the treatment effect and is stable.
4. Use of a control group: explanation of control group usage and how it will control for intervening, contaminating variables.
5. Statistical significance: elaboration of the statistical technique which will be applied to the data, the level of significance, and research hypothesis.
6. Replication of the study: identification of the sites and personnel that will be involved in study replication.
7. Educational significance: declaration of the standard(s) and procedures that will be applied to ascertain the extent of the educational values of outcomes.
8. Outcomes and evaluation relationship: establishment of a logical relationship between program outcomes and evaluation tools and design.
9. Appendices documentation: placement of samples of instruments to be employed in the Appendices.

CHAPTER XIII: ASSIGNMENTS AND REFERENCES

Assignments:

1. Differentiate between the terms "formative" and "summative" evaluation.____

   ____

   ____

2. Differentiate between "statistical" and "educational" significance.

   ____

   ____

   ____

3. Explain why it is improper to use a single group design to justify treatment effects.____________________________________

   ____

   ____

   ____

4. Prepare the "Evaluation Section" for your proposal. Address each of the nine essential factors cited in the "Summary."

Sources of Reference:

1. W.James Popham, An Evaluation Guidebook, 1972.
2. Assessing Social Program Impact Evaluations: A Checklist Approach. Exposure Draft, October, 1978.
3. John Van Maanen, The Process of Program Evaluation (n.d.).
4. James W.Popham, "Simplified Designs for School Research" in Instructional Product Research, 1972.
5. C.Mauritz Lindvall and Anthony J.Nitko, Measuring Pupil Achievement and Aptitude, 1975.
6. CSE Test Evaluation Series, 1971-74. (Annotated Bibliography.)
7. Carol Taylor Fitz-Gibbon and Lynn Lyons Morris, How to Design a Program Evaluation, 1978. (Annotated Bibliography.)

POINTS TO REMEMBER

.PROVIDE EVIDENCE THE PROGRAM WILL BE CONTINUED AFTER FUNDING CEASES

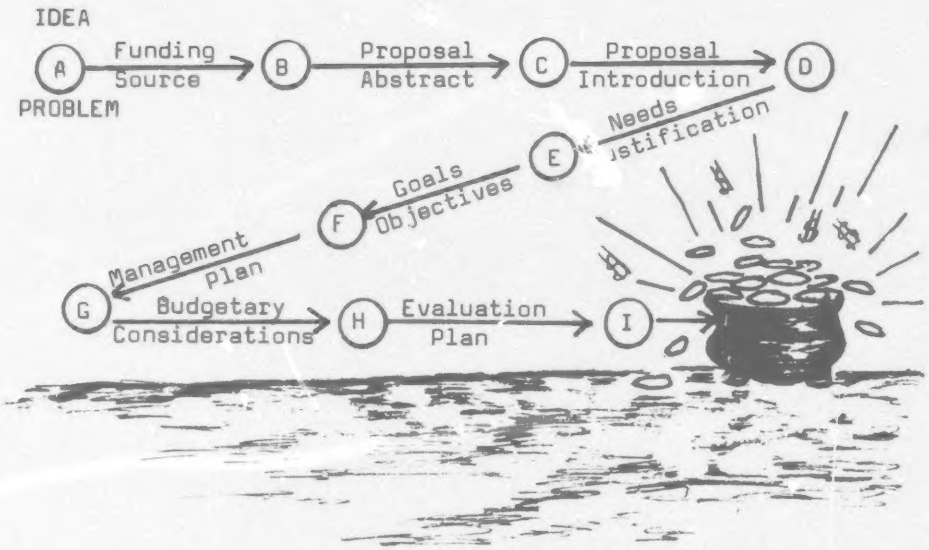
.REFLECT DISTRICT "IN-KIND" CONTRIBUTIONS

.DESIGN AN EVALUATION PLAN WHICH USES FORMATIVE AND SUMMATIVE ASSESSMENT TOOLS

.USE A RESEARCH DESIGN WHICH INCLUDES A CONTROL GROUP

CHAPTER XIV

A PROPOSAL CHECKLIST WHICH SEQUENCES THE ACTIVITIES YOU MUST PERFORM


IDEA
A
PROBLEM
Funding Source
B
Proposal Abstract
C
Proposal Introduction
D
Needs Justification
E
Goals Objectives
F
Management Plan
G
Budgetary Considerations
H
Evaluation Plan
I

The past thirteen chapters have provided a sequential approach to proposal development. Chapter XIV provides a synthesis of all of the previous activities structured in a checklist format to enable you to sequence all proposal activities in a logical, orderly manner. The checklist may also be used as a formative and summative assessment tool. Herewith presented are:

.Directions for Using the Proposal Checklist.
.The Proposal Checklist.

DIRECTIONS FOR USING THE PROPOSAL CHECKLIST

The checklist is designed to provide a basis for evaluating the quality of the first draft of your proposal. You may use the instrument as a self-evaluation tool, or you may request that others evaluate your product. The format of the checklist is as follows:

- Title of Major Proposal Planning Goals.
- A listing of subordinate activities which must be performed.
- A citation of the text page or page numbers where descriptive material related to the activities may be located (when available).
- Columns for recording the following evaluative information:
  - "Yes"— the activity was satisfactorily performed; award 2 points.
  - "P" — the task was partially performed; award 1 point.
  - "No" — the task was not performed, or inadequately performed; award 0 points.
  - Comments or Recommendations — self-explanatory.

PROPOSAL CHECKLIST

Directions: Score the proposal as follows: 2 points for a "Yes" response, 1 point for a "P" (partial) response, and 0 points for a "No" response. Please make "Comments/Recommendations" constructive. Rather than stating what is wrong, make suggestions as to what should be incorporated in the proposal to make it more competitive.

Activity	Yes	P	No	Pp.	Comments/ Recommendations
A. IDENTIFICATION OF THE PROBLEM					
1. Problem is original or unique.	___	_	__	___	
2. Problem is consistent with state/federal priorities.	___	_	__	___	
3. Related literature has been reviewed	___	_	__	___	
4. A dissemination plan has been devised	___	_	__	___	
B. IDENTIFICATION OF APPROPRIATE SOURCES OF FUNDS					
1. Proposal is consistent with The general thrust of the funding agency.	___	_	__	___	
2. Proposal complies with application criteria.	___	_	__	___	
3. Prefatory materials provide index for locating descriptive material related to criteria.	___	_	__	___	
4. Proposal headings are consistent with application guidelines.	___	_	__	___	

Activity	Yes	P	No	Pp.	Comments/ Recommendations
C. PLAN AND DEVELOPMENT OF PROPOSAL ABSTRACT					
1. A 3-6 month period was alloted for proposal development.					
2. Abstract was restricted to 1-2 page(s).					
3. Abstract details the "who", "what," "when,""where" and "how" of the total proposal.					
4. Abstract includes input from other colleagues.					
D. PROPOSAL INTRODUCTION					
1. Briefly describes the intent of the proposal (problem/thrust, outcomes, activities, evaluation, and dissemination plan).					
2. Documents applicant/agency credibility:					
.Applicant/staff competency to accomplish task.					
.Availability of local resources.					
.Research capabilities of grantee.					
.Other individuals/agencies that will be involved in dissemination.					
E. JUSTIFICATION OF LOCAL NEED					
1. Explicit evidence of student need has been provided.					
2. The need for supplemental funds has been documented.					
3. Local need is consistent with state/federal priorities.					
4. Evidence has been provided that products will be developed.					
F. PROGRAM GOALS AND OBJECTIVES					
1. Outcomes flow from needs assessment.					
2. Outcomes also address all application criteria.					
3. Evaluation plan has been formulated.					
4. Evaluation plan is consistent with outcomes.					

Activity	Yes	P	No	Pp.	Comments/ Recommendations
F.(Cont.)					
5. Outcomes have been written behaviorally.	___	_	___	___	
6. Goals/objectives are realistically attainable.	___	_	___	___	
G. METHODS, ACTIVITIES, AND STRATEGIES TO ACHIEVE OUTCOMES					
1. Methods, activities, and strategies which are to be employed to achieve outcomes have been cited.	___	_	___	___	
2. Timelines and the names of implementors have been provided.	___	_	___	___	
3. A clear relationship between goal statements-outcomes-methods is reflected.	___	_	___	___	
H. MANAGEMENT PLAN					
1. A management plan has been provided.	___	_	___	___	
2. The plan includes:					
.An activity checklist.	___	_	___	___	
.A pictorial flow chart.	___	_	___	___	
3. A visible relationship between the checklist and the flow chart is evident.	___	_	___	___	
I. BUDGETARY CONSIDERATIONS					
1. Total budget does not exceed application guidelines.	___	_	___	___	
2. Per pupil cost is cited and/or is realistic.	___	_	___	___	
3. Expenditures are for supplementary materials and services.	___	_	___	___	
4. Line item account numbers are consistent with the format proposed in the application guidelines.	___	_	___	___	
5. Budget plan enables the audit trailing of all expenditures.	___	_	___	___	
6. Evidence of grantee commitment has been made explicit.	___	___	___	___	
7. Evidence of cost effectiveness has been provided.	___	_	___	___	
8. Evidence of program continuance after funding ceases has been provided.	___	_	___	___	

Activity	Yes	P	No	Pp.	Comments/ Recommendations
J. EVALUATION PLAN					
1. Provides evidence that formative evaluation will be used to improve process and products.	___	_	___	__	
2. Describes summative instruments which will be employed and includes samples of the same in the appendices.	___	_	___	___	
3. Cites reliability/validity coefficients of measurement instruments	___	_	___	___	
4. Provides evidence that a control group will be used.	___	_	___	___	
5. Explains study design.	___	_	___	___	
6. Documents the following in the study design:					
.Statistical tool(s) which will be employed.	___	_	___	___	
.Research hypothesis (One-or two-tailed).	___	_	___	___	
.Level of significance.	___	_	___	___	
7. Provides evidence the study will be replicated.	___	_	___	___	
8. Describes procedure which will be used to ascertain if the effects are educationally significant.	___	_	___	___	

TOTAL SCORE: ______.

(Note: The higher the "total score," the more likely the proposal will be approved by the funding agency.)

SUMMARY

One is ill-advised to prepare and submit the first draft of a grant proposal. Rather, once drafted, the proposal should be critiqued by members of the district or agency sponsoring the application and, if possible, by county or state officials. Accordingly, the "Proposal Checklist" is intended to be used as a tool to improve the quality of your final product.

One final note: before submitting your application to the funding agency, use the "Checklist" to self-evaluate your proposal. Be as objective as possible. Make comments, where appropriate. Reread the descriptive material related to the questionable activities. Make necessary revisions based on input from colleagues and your personal evaluation.

CHAPTER XIV: ASSIGNMENTS AND REFERENCES

Assignments:

1. Type and make several copies of the "Proposal Checklist."
2. Reproduce one or more copies of the first draft of your proposal.
3. Share the materials with at least one staff member and one county or state representative. Request that they critique the proposal.
4. Self-evaluate your proposal.
5. When assignment 1-4 are completed, review the recommendations, modify and type the final draft of your proposal, and submit to the funding agency and/or to the course instructor.

Sources of Reference:

1. "Checklist for Projects," 1968.
2. "Proposal Checklist and Evaluation Form, "The Grantsmanship Center News, July-August, 1979, pp.42-45.

POINTS TO REMEMBER

.USE A TEAM APPROACH TO ENSURE PROJECT SUCCESS

EPILOGUE

How to Write and Process a Competitive Grant Proposal is not a panacea. It does not assure funding, nor will its format enable you to prepare an application for any agency in a cookbook fashion, for there is no single format or procedure which will enable a grantsperson to comply with such disparate requirements. The publication is biased. The guidelines recommended are based on my personal experiences and any shortcomings therein are attributable to my biases and/or deficiencies.

However, I believe I have honored the intent of the text — to provide you, the reader, with a variety of skills,strategies, information, assignments and other sources of pertinent information so that you can prepare a competitive grant proposal. If you have read the text, addressed a significant issue and conscientiously performed all assignments, your proposal should be competitive, that is,reviewed carefully and be one of the finalists considered for funding.)

Although the text outcome has been achieved, I would like to carry my message one step further. The concluding paragraphs address the proposal submission alternatives: application rejection — application approval.

APPLICATION REJECTION

If at first you don't succeed, try, try again. Think positively. While rejection is disappointing, going through the rigorous proposal process will have provided you with a repertoire of new skills and broadened your educational horizon. In addition, you will have created an awareness among your colleagues and superiors that you are striving to improve the quality of your district or agency program.

Apart from these psychological considerations, herewith are some follow-up procedures:

1. If the funding agency does not provide you with the reason(s) your application was rejected, contact them immediately and request the information. (By law, public agencies must provide the information.)
2. If possible, request a meeting with the state or federal officials, to acquire information which will enable you to improve the quality of your proposal.
3. Immediately revise your application and when new funds are available, apply to the same or an appropriate alternate source of funds.

REMEMBER: THE BEST METHOD OF BECOMING A SUCCESSFUL GRANTWRITER IS TO WRITE—APPLY—WRITE—APPLY....

APPLICATION APPROVAL

Don't fall into the trap that engulfs many one-time successful grantwriters, that is, "coasting" after notification that your application has been approved. Obviously you will be on "Cloud Nine" for a period of time. By all means, savor the joy of accomplishment. But then, get down to the reason you were funded—to achieve an overall task. After all, notification of the grant award signifies that a contractual agreement exists between the grantor and the grantee. The grantor agrees to provide "X" number of dollars and the grantee agrees to provide and/or develop services and products.

Before recommending two major thrusts, I shall touch on one additional point relative to the grant approval process. Many funding agencies use a two-step approval process. The first step is notification that your application has been approved. The second step involves negotiations relative to the final grant stipend which will be awarded. If the funds requested are approved — no problem. However, if you are requested to reduce your budget, more likely, then be sure to delimit your outcomes and/or the target population which will be served. The rationale for the recommendation is two-fold: you will be alerting the funding agency that there was no "fat" in your initial budget, and you will be assured the funds granted are sufficient to achieve the stated outcomes.

Work Diligently to Achieve All Outcomes

Many grantwriters are one-time recipients of funds; the problem: they devote most of their energies to proposal development and only "go through the motions" during the course of the grant period. While it's true that you have been funded, your performance during the grant period will "make or break" your reputation.

One of my own personal grant-related experiences highlights the importance of accomplishing program outcomes. During the first funding period, I was granted an award of $17,500.00. One of my goals was to prepare the first draft of a training manual for teachers of the handicapped. The outcome statement for the goal indicated that the contents for this manual would be researched, drafted and typed (using a competency-based format), within a six-month period. (A rather ambitious outcome to say the least.)

During the course of the ensuing year I worked feverishly to accomplish all goals. To the springtime, I submitted a renewal application for approximately $43,000.00. (The increased budget was submitted to cover one-third of my salary and to prepare the second version of the publication.) Subsequently, I was notified that my application was approved. At the first opportunity, I contacted and thanked one of the agency representatives for her vote of confidence. The official's response went something like this, "Anyone who can achieve a goal as unrealistic as the one you proposed (a text in six months) is worthy of being funded again." Thus, the significance of establishing a credible reputation.

What can you do to enhance attainment of your program outcomes? Here are some suggestions:

1. If you have not done so, immediately establish and activate an advisory council. Appoint only members who can make a contribution to your program. Meet with the council periodically. Their major function is to critique all aspects of any processes or products developed.
2. Meet with project staff, other staff members, and administrators. Thank them for their past efforts and advise them as to their job responsibilities and/or assistance needed. (The "team" approach will ensure success; the "loner" approach will breed hostility.)
3. Provide the leadership and decision-making that is so crucial to program success. (An in depth analysis of Title III funded projects revealed the project director to be the "key" success factor.)
4. Monitor all facets of the program and revise accordingly. (Constant use of formative evaluation will increase the success potential tenfold.)

Use a Variety of Public Relation Strategies to "Spread the Message"

I constantly admonish professional colleagues for failing to publicize their efforts. Their usual response is that they are too busy and don't have the extra time needed. My counter remark is, "That's a cop out." There is absolutely no logic to the response. If you are making a viable contribution to education, you must share this information with concerned individuals and agencies, because this generates broad-based support for your effort which will further enhance the success potential.

The two thrusts must go hand-in-hand — you must strive to establish an exemplary program and you must, simultaneously, share your success with others. Some strategies for "spreading the message" are:

1. Send progress reports to district or agency officials at periodic intervals.
2. Provide your program officer (i.e., your contact person at the funding agency) with a monthly update of your progress. The information can be shared by phone or correspondence.
3. Devise, reproduce, and disseminate a variety of awareness products which succintly explain your project.
4. Place "key" state and national figures on your mailing list and send them complimentary copies of new products developed.
5. Establish a card file of media-related contacts. Keep them posted on exciting happenings.
6. Write articles for local newspapers and educational/lay publications.
7. Address school-community groups to alert them that quality educational programs do exist.
8. Identify the "heads" of existing dissemination networks within the state or nation. Periodically, share materials with them. (I recall one national expert advising me that my materials had arrived at a propitious time. He was requested to give a presentation at a national meeting which was held on the next day; the sequel; he described my program to all in attendance.)
9. Submit product materials to the ERIC system for possible microfilming and subsequent national dissemination.

I am sure you can think of, or name, other dissemination strategies which will enhance the overall impact and success of your project. The important point is not to "think" about the strategies, but rather to implement them.

REMEMBER: A MAXIMUM EFFORT TO ACHIEVE PROGRAM OUTCOMES COUPLED WITH THE INITIATION OF A VARIETY OF SOUND PUBLIC RELATIONS STRATEGIES WILL PAVE THE WAY FOR FUTURE GRANT AWARDS.

APPENDICES

APPENDIX A

Thomas M.Vodola, Ed.D.
Director, Project ACTIVE

Title IV-C Replication Workshop
Trenton, N.J.,September 25, 1979

WHAT MAKES A GOOD ADOPTION, OR WHAT MUST I DO TO ENSURE THAT I REPLICATE PROPERLY A NATIONALLY VALIDATED PROGRAM?

INTRODUCTION

My appreciation to Dr. Picogna, Director of the Title IV Office for affording me the opportunity to address this most important topic. During my presentation, I shall address the following questions:

1. What is an adoption?
2. What constitutes a "good" adoption?
3. What must I do to replicate a nationally validated program properly?

WHAT IS AN ADOPTION?

Is use of several of a Developer-Demonstrator's test items considered an adoption? Or, does one consider the adaptation of a validated program an adoption? How about the college or university that incorporates a validated program in their curriculum offerings; would that be considered an adoption? My answer to those questions would be that they are probably not adoptions, or that I have been provided insufficient information to determine if they would be classified as adoptions.

A simplistic answer to the question would be that an adoption is the replication of all of the critical elements of the program being adopted. The term "critical elements" refers to those essentials that must be implemented if you desire to achieve the same results achieved by the validated project.

WHAT CONSTITUTES A GOOD ADOPTION?

This question is somewhat more difficult to answer. I've stated the replication of all critical elements is an adoption. Therefore, would not that adoption be considered good? Not necessarily. When we add the adjective "good," we must dig somewhat deeper to determine the quality and fidelity of the adoption. To what extent have the critical elements been initiated in the replicator district? Has the district faithfully replicated the critical elements? These questions can only be answered by a careful review of all of the Developer-Demonstrator's literature and participation in his/her training program. (Where the project materials do not make the critical elements explicit, it is recommended you discuss this important area with the project director.) This brief overview leads me into the "heart" of the presentation—that which must be done to ensure that your school or district complies with the Title IV-C replication requirements.

WHAT MUST I DO TO REPLICATE A NATIONALLY VALIDATED PROGRAM PROPERLY?

The recommendations I present for your consideration are not cure-alls. Rather, they are the result of my working with teachers from over 200 adopter districts. The format for presenting my views shall be as follows:

- .A statement of the recommendation
- .A brief explanation
- .My rationale for the recommendation
- .And, where appropriate, an example thereof or distribution of ACTIVE materials related to the recommendation.

Pre-funding Recommendations

Recommendation #1: Be Thoroughly Familiar With The Project Before Applying For Funds

Explanation. The review of awareness materials does not provide all of the information needed to make a decision. If possible, meet with the project director to discuss his/her program and determine if the innovation meets your district's needs. Further, it is strongly recommended that you *visit* and *observe* the program at the original site. Does it truly meet your needs? Can you replicate the project in your district?

Rationale. Poor adoptions are largely attributable to an improper matching process - that is, matching needs with an innovative program.

Recommendation #2: Carefully Review And Agree To Implement The Program's Critical Elements

Explanation. The New Jersey State Department of Education has invested $100,000-$200,000 in each nationally validated program developed in the State. Each project was subjected to rigorous research design standards to prove that the innovative-exemplary approach will benefit students. Funds will not be granted for an adaptation of a program. Each project offers some adoption flexibility, but the "critical program elements" (those strategies and activities that ensure pupil success) cannot be modified. Therefore, you are urged to be thoroughly familiar with, and agree to comply with the same.

Rationale. Exact replication of the intervention strategy will result in maximum pupil performance gains.

Example. A copy of ACTIVE's critical program elements may be picked up at the end of the presentation. Contact the Director of the project you desire to replicate and request a copy of his critical program elements.

Recommendation #3: Develop Your Proposal In Concert With Other Key Staff Members And Administrators

Explanation. No one person can establish an exemplary program. Thus, in the planning stage, be sure to involve key personnel in the development of the application.

Rationale. Many excellent programs have failed because staff members were *required* to be involved in training, etc. Failed because the personnel did not feel they were part of the process. This issue is critical. It is impossible to establish a quality adoption if the involved personnel are not totally committed to the new thrust.

Recommendation #4: Build Your Proposal Around Documented Student Needs

Explanation. Evidence that your students are deficient educationally should permeate your application.

Rationale. Title IV-C funds are being made available to help students at the local level. Very low priority, if any, will be given for salaries or purchasing of equipment.

Recommendation #5: Submit An Abstract Of Your Proposal To The Project Director And Request A Critique

Explanation. The Director's assistance will ensure that your application will comply with adoption requirements.

Rationale. As a result of the Director's involvement, he/she may write a support letter on your behalf. Further, if your proposal is funded, the project director will be better equipped to assist you because of familiarization with your replication plan.

Recommendation #6: Document Your District's Commitment To Comply With All Adoption Requirements

Explanation. Secure a copy of the project director's Producer-Consumer Agreement, have local authorities complete (subject to funding) and include in the appendix of your application.

Rationale. Strong evidence of district commitment will enhance funding.

Example. Distribute ACTIVE's P/C Agreement.

Installation Recommendations

Recommendation #1: Fulfill All Training Requirements

Explanation. The replication of any of the validated projects will require staff training. Avail yourself of any and all training services. Include training costs in your application.

Rationale. A quality adoption is founded on proper training.

Recommendation #2: Set Realistic Replication Goals For Year I

Explanation. Check with the project director to ascertain that which is achievable during the first year of replication. Establish goals and objectives accordingly.

Rationale. In the past, many adoptions failed because the goals established were unrealistic.

Example. Replication of the total ACTIVE program requires three years. During year I, it is recommended the adopter district only initiate one or two of the program components.

Recommendation #3: Return To The Developer-Demonstration Site For A Refresher Course

Explanation. A refresher course is follow-up training and conducted 2-3 months after the initial training.

Rationale. Many training programs are concentrated courses which may not answer all questions. The refresher course affords you an opportunity to get assistance to resolve pending problems.

Example. ACTIVE offers a one-day refresher course for all adopters.

Recommendation #4: Request On Site Technical Assistance And Monitoring

Explanation. Most project directors offer on site technical assistance and/or monitoring. Avail yourself of the service.

Rationale. Project Directors will submit a follow-up report which will reflect the quality and fidelity of your adoption and suggestions for improvement.

Example. A copy of the ACTIVE Monitoring Checklist is available on the display table.

Recommendation #5: Honor All Commitments To The DD And Title IV-C Office

Explanation. If your proposal is approved, you have agreed to provide the DD and the State Dept. with certain specifics. Be sure to honor those commitments. (A common failing of most project directors.)

Rationale. Compliance with the requirements will provide concrete evidence that you are in fact establishing a quality program and will enhance funding.

Example. All DD's require submission of demographic data and some data relative to student performance. The State Dept.requires minimally a thorough end-of-the-year report.

On-Going Recommendations

Recommendation #1: Keep The Project Director Apprised Of Your Efforts

Explanation. Many adopters only "touch base" with the DD when they need assistance. Assistance is always available, but the project director will be more cooperative if you keep him/her posted of progress and "spin-off effects."

Rationale. DD's are always improving their programs and developing new materials. Repeated contact will ensure your receipt of all of the latest additions.

Example. ACTIVE publishes much of the information received; result: positive public relations for the adopter district. Sample Newsletters are available.

Recommendation #2: Keep The Title IV-C Office Apprised Of Your Efforts

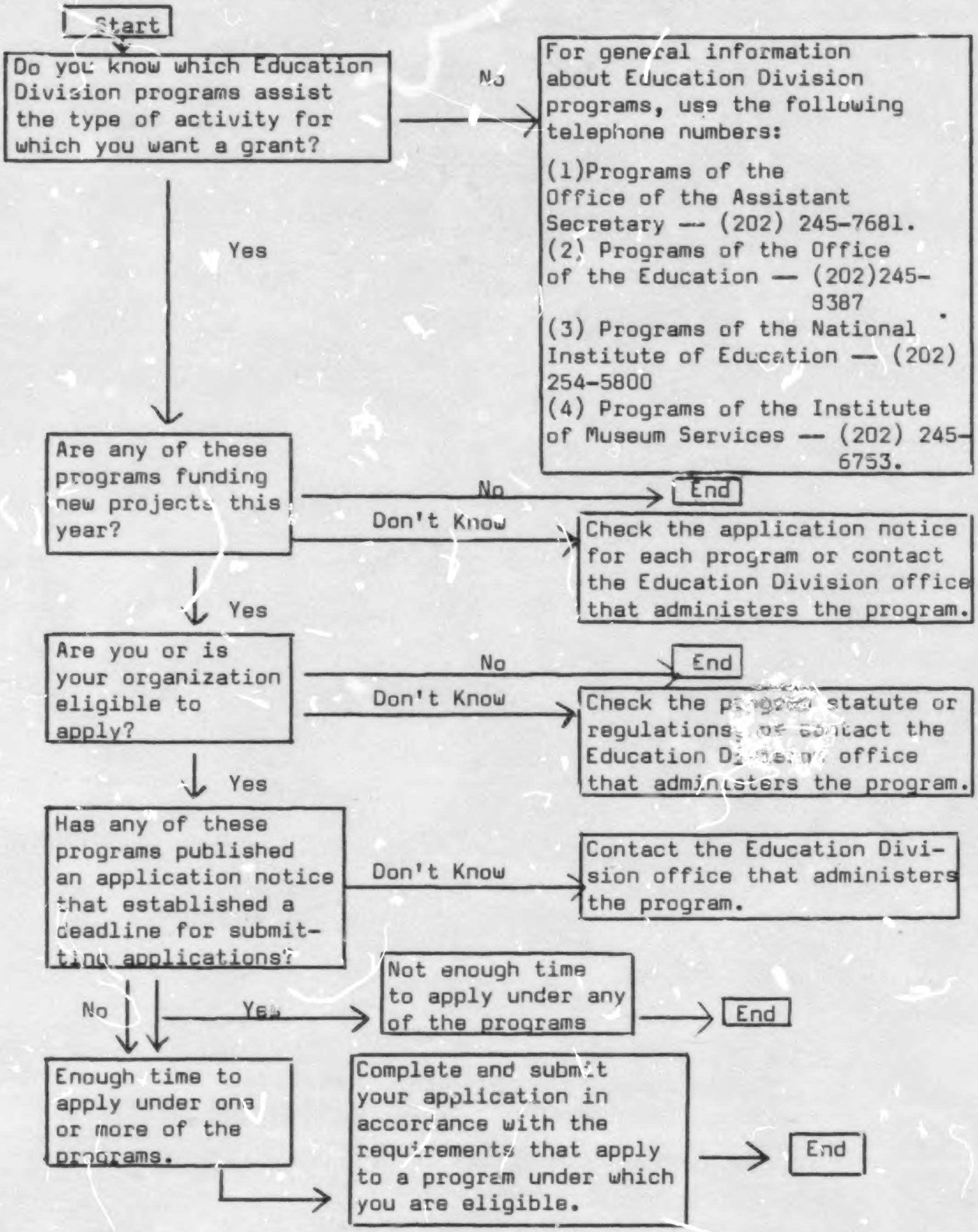
Explanation. Teachers are notoriously poor public relations ambassadors. We may be doing an excellent job, but we do not get the message to the right people. Make it a policy to send progress reports, etc. to your Title IV-C Office program coordinator.

Rationale. The program officer will be cognizant of your fine efforts and may release some of your information via the media.

APPENDIX B

GUIDELINES FOR LOCATING FUNDS AT THE FEDERAL LEVEL

To apply under a direct grant program, consider using the steps suggested in the following chart:


Start
Do you know which Education Division programs assist the type of activity for which you want a grant?
No
For general information about Education Division programs, use the following telephone numbers:
(1) Programs of the Office of the Assistant Secretary — (202) 245-7681.
(2) Programs of the Office of the Education — (202) 245-8387
(3) Programs of the National Institute of Education — (202) 254-5800
(4) Programs of the Institute of Museum Services — (202) 245-6753.
Yes
Are any of these programs funding new projects this year?
No
End
Don't Know
Check the application notice for each program or contact the Education Division office that administers the program.
Yes
Are you or is your organization eligible to apply?
No
End
Don't Know
Check the program statute or regulations, or contact the Education Division office that administers the program.
Yes
Has any of these programs published an application notice that established a deadline for submitting applications?
Don't Know
Contact the Education Division office that administers the program.
No
Yes
Not enough time to apply under any of the programs
End
Enough time to apply under one or more of the programs.
Complete and submit your application in accordance with the requirements that apply to a program under which you are eligible.
End

Source: Federal Register, Volume 45, No.66, Thursday, April 3, 1980.

APPENDIX C

U.S.O.E. APPLICATION REVIEW CRITERIA[1]

193.16: What selection criteria does the Commissioner use in selecting developer/demonstrator applications?

(a) The Commissioner evaluates an application on the basis of the selection criteria...(EDGAR) and the criteria in these regulations. The total possible score for all criteria is 100 points. The maximum possible score for each criterion indicates the relative importance assigned to that criterion by the Commissioner.

(b) The selection criteria in EDGAR constitute 64 possible points and include the following:

(1) Plan of operation. (20 points)

(2) Quality of key personnel. (15 points)

(3) Budget and cost effectiveness. (10 points)

(4) Evaluation plan. (15 points)

(5) Adequacy of resources (4 points)

(c) In addition to the EDGAR criteria the Commissioner applies the following criteria constituting 36 possible points. The Commissioner considers the extent to which the applicant:

(1) Clearly details plans for post-adoption and evaluation of project sites; (20 points)

(2) Provides for access to the developer site for potential adopters to see the program in operation; (6 points) and

(3) Proposes innovative dissemination strategies that may be worthy of replication by other NDN projects. (10 points)

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[1] Federal Register Monday, June 25, 1979, pp. C4-C5.

APPENDIX D

SAMPLE PREFATORY MATERIALS

TABLE OF CONTENTS

PART		PAGE
I	STANDARD FACE OF THE APPLICATION	i
II	PROJECT APPROVAL INFORMATION	ii
II A	PREFATORY MATERIALS	iii
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	Cross Reference Index for Locating Critical Application Information	vi
	Glossary of Acronyms	vii
	Proposal Abstract	viii
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IV	PROGRAM NARRATIVE	1
	1. Objectives and Need for Assistance	1
	A. Identify and explain the educational problem/or need to be addressed	
	B. Importance of the proposed project in contributing to the partial solution of the problem	2
	C. Principal and subordinate goals and objectives of the project	6
	D. Identify previous work related to the problems and concern cited	13
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	F. Essential characteristics of the ACTIVE program which must be implemented by an adopter district	18
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APPENDIX

A PRODUCER-CONSUMER AGREEMENT PACKET

B CONTINUING ADOPTER REQUIREMENT: PRE-POST DATA/END OF YEAR REPORT

C ACTIVE MONITORING CHECKLIST

D LETTERS OF ENDORSEMENT FROM CONTINUING ADOPTERS

E AGREEMENT TO ESTABLISH ACTIVE SATELLITE SITE

APPENDIX D (Continued)

CROSS REFERENCE INDEX FOR LOCATING CRITICAL APPLICATION INFORMATION[1]

To aid external and internal application reviewers, herewith provided is a blueprint which will expedite the location of:

- .Descriptive material relative to EDGAR selection criteria (64 points).
- .Descriptive material relative to the Commissioner's additional criteria (36 points).
- .Descriptive material relative to the functions of a Developer-Demonstrator Project.
- .Documentation information relative to the aforementioned information.

INFORMATION SOUGHT

EDGAR CRITERIA	LOCATION	SECONDARY SOURCE(S)	DOCUMENTATION
Plan of Operation (20 pts.)	Pp.42-67	Pp.27-35	Appendices E, F-H, N, T
Quality of Key Personnel (15 pts.)	Pp.13-15 74-75	Pp.68-72	Appendices F, G, T
Budget/Cost Effectiveness (10 pts.)	Pp. x-xx	Pp.21-26	Appendix J
Evaluation Plan (15 pts.)	Pp.60-67	Pp. 8-13	Appendices B, P, S1,S2,S5, O
Adequacy of Resources (4 pts.)	Pp. 2-6	Pp.viii-ix	Fig.1, p.9; Appendix U
ADDITIONAL CRITERIA			
SEA/LEA Involvement in Application Development (5 pts.)	Pp.68-72	Pp.35-42	Appendices, G, T
SEA/LEA Involvement in Application Thrust (5 pts.)	Pp.68-72	Pp.35-42	Appendices G,T
Monitor/Evaluation of ESP's (16 pts.)	Pp.51-54 63-65	Pp.24-25, 31-34	Appendices B, C, S5
Innovative Dissemination Strategies (10 pts.)	Pp.35-42	Pp.46-47, 62, 67	Appendices M, T; Figure 1, p.9
FUNCTIONS OF A DD PROJECT			
Disseminates Information	Pp.35-42, 27-28	Pp.46-47, 62,67	Appendices M, Figure 1,p.9
Develops Materials	Pp.28-29, 4-5	P.50	Appendix M
Refines, Reproduces and Packages Instructional, Management and Training Materials	Pp.29-31	P.16	Appendix I
Provides Training and Technical Assistance	Pp.[illegible]1-32	Pp.49-52	Appendices S5, S6, S2

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[1] Thomas M.Vodola, Project ACTIVE NDN Grant Application, 1980-81, pp. vi-vii.

APPENDIX D (Continued)

INFORMATION SOUGHT(Cont.)

EDGAR CRITERIA	LOCATION	SECONDARY SOURCE(S)	DOCUMENTATION
Monitors and Evaluates the Dissemination Process	Pp.32-34, 60-67	Pp.31-32	Appendices B, C,O,P,S5
Participates in NDN Functions	Pp.34,15,75	P.67,57-58	Appendix T
Cooperates with Facilitator Projects	Pp.35,72, 7	P.18	Appendix R,T

GLOSSARY OF ACRONYMS

AAHPERD	American Alliance of Health, Physical Education, Recreation and Dance
ACTIVE	All Children Totally InVolved Exercising
BEH	Bureau of Education for the Handicapped (USOE)
CT	Certified Trainer
DC	Demonstration Center
DD	Developer-Demonstrator (Demonstration)
DER	Division of Educational Replication
EDA	Eastern District Association of AAHPERD
ESP	Educational Service Provider
IEP	Individualized Educational Plan or Program
IP	Individualized-Personalized (Instruction)
JDRP	Joint Dissemination Review Panel
NDN	National Diffusion Network
PC	Producer-Consumer (Agreement)
PD	Project Director
PE	Physical Education
PERT	Program Evaluation and Review Technique
SEA	State Education Agency
SF	State Facilitator
SS	Satellite Site (ACTIVE)
TAB	Technical Assistance Brokerage (NDN contractor)
UNESCO	United Nations Educational, Scientific and Cultural Organization
USOE	United States Office of Education

APPENDIX E

DEVELOPER/DEMONSTRATOR PROJECTS NATIONAL DIFFUSION NETWORK, 1979-80

The following validated projects are funded as Developer/Demonstrator projects for the purpose of helping schools and others in their own and other states adopt them. For more information about the projects or the NDN, contact your State Facilitator (see the following list) or Seymour Rubak, Division of Educational Replication, Department of Education, ROB 3, Room 3616, 7th and D Streets, S.W., Washington, D.C. 20201; phone 202/245-2243.

State	Project Title	City	Content Area
Alabama	Pegasus-Pace	Tuscaloosa	Basic Skills
	Talents Unlimited	Mobile	Special Interests
Arizona	Arizona Consortium for Individualized Learning	Mesa	Management
	Catch Up - Keep Up	Tucson	Basic Skills
	Occupational Versatility	Tempe	Career/Vocational
	Physical Education Opportunity Program for Exceptional Learners	Phoenix	Special Interests
	Pima County Developmental Career Guidance Project	Tucson	Career/Vocational
Arkansas	Project CAP	Greenland	Career/Vocational
California	Alphaphonics	San Francisco	Basic Skills
	California Migrant Teacher Assistant Corps	Sacramento	Preservice/Inservice
	Career Education Responsive to Every Student	Ceres	Career/Vocational
	Project Catch-Up	Newport Beach	Basic Skills
	Child Development Center	Huntington Beach	Early Childhood
	Experience-Based Career Education	San Francisco	Alternative Schools
	Learning to Read by Reading	Jamestown	Basic Skills
	Matching Attitudes and Talents to Career Horizons	Ontario	Career/Vocational
	Metrics Made Easy	Huntington Beach	Basic Skills
	Modification of Children's Oral Language	Palo Alto	Special Education
	Oakland Unified School District Follow Through Program*	Oakland	Early Childhood
	Project R-3	San Jose	Basic Skills
	School Health Curriculum Project	San Bruno	Special Interests
	System for Individually Guiding Mastery Attainment	San Diego	Preservice/Inservice
	Tulare Follow Through*	Tulare	Early Childhood
Colorado	Added Dimensions to Parent and Preschool Education	Lakewood	Early Childhood
	Personalized Instruction	Westminster	Basic Skills
	Preschool and Improvement of Reading	Fort Collins	Basic Skills
	Systematic Teaching And Measuring Mathematics	Lakewood	Basic Skills
Connecticut	Intensive Reading Instructional Teams	Hartford	Basic Skills
Florida	Child Study Center	St. Petersburg	Special Interests
	Developing Models for Special Education	Monticello	Special Education
	Developmental Play	St. Petersburg	Early Childhood
	Early Childhood Preventive Curriculum	Miami	Basic Skills
	Individualized Science Instructional System	Tallahassee	Environmental/Science
	Multisensory Approach to Reading and Reading Readiness Curriculum	Crawfordville	Basic Skills
	New Adventure	Tallahassee	Basic Skills
	Positive Alternatives to Student Suspensions	St. Petersburg	Special Interests
	School Volunteer Development Project	Miami	Basic Skills
	Title I Remedial Reading Program	Fort Lauderdale	Basic Skills
Georgia	Every Child a Winner	Ocilla	Special Interests
	"Games Children Play" — Atlanta Follow Through*	Atlanta	Basic Skills
	Reading/English Rotation Project	Thomson	Basic Skills
	Rutland Center	Athens	Special Education
Illinois	Project Conquest	East St. Louis	Basic Skills
	Project CREATION	LaSalle	Environmental/Science
	Early Prevention of School Failure	Peotone	Early Childhood
	Early Prevention of School Failure Migrant Program	Peotone	Bilingual/Migrant
	East St. Louis Direct Instruction Follow Through*	East St. Louis	Early Childhood
	Intensive Reading Improvement Program	Chicago	Preservice/Inservice
	Matteson Four-Dimensional Reading Program	Matteson	Basic Skills
	Precise Early Education for Children with Handicaps	Champaign	Special Education
	Positive Attitude Toward Learning	Bethalto	Preservice/Inservice
	Pre-Algebra Development Centers	Chicago	Basic Skills
	Teaching Activities for Language Knowledge	Rockford	Basic Skills
	Waukegan Follow Through Demonstration Resource Center*	Waukegan	Early Childhood
Indiana	Indianapolis Follow Through Project*	Indianapolis	Early Childhood
	Programmed Tutorial Reading	Bloomington	Basic Skills
Iowa	Project Discovery	Red Oak	Career/Vocational
	Media Now	Red Oak	Special Interests
	Waterloo Follow Through*	Waterloo	Early Childhood
Kansas	Diversified Educational Experiences Program	Wichita	Alternative Schools
	Team Oriented Corrective Reading	Wichita	Basic Skills
Kentucky	Re-Ed School of Kentucky	Louisville	Special Education
Louisiana	Expanded Services in Early Learning, Reading, and Math	Morgan City	Basic Skills
	Project Learning Disabilities	New Orleans	Special Education
Maine	St. John Valley Bilingual Education Program	Madawaska	Bilingual/Migrant
Maryland	Student Team Learning: Intergroup Relations	Baltimore	Basic Skills
	Teams-Games-Tournament	Baltimore	Basic Skills
Massachusetts	Project Adventure	Hamilton	Environmental/Science
	Andover's Individualized Reading System	Andover	Basic Skills
	Early Recognition Intervention Network	Dedham	Special Education
Michigan	A Chance for Every Child	Warren	Basic Skills
	Cognitively Oriented Preschool Curriculum	Ypsilanti	Early Childhood
	Discovery Through Reading	Clarkston	Basic Skills
	Flint Follow Through Project*	Flint	Basic Skills
	High Intensity Tutoring	Highland Park	Basic Skills
	Parent Readiness Education Project	Detroit	Early Childhood

Follow Through Program*

Produced by the ED Materials Support Center, FAR WEST LABORATORY FOR EDUCATIONAL RESEARCH AND DEVELOPMENT for the National Diffusion Network October 1979

APPENDIX E (CONT.)

State	Project Title	City	Content Area
Minnesota	Basic Adaptable Skills for the Individual Child*	Montevideo	Basic Skills
	Demonstration Evaluation Center	Hopkins	Management
	Family Oriented Structured Preschool Activity	St. Cloud	Early Childhood
	Focus Dissemination Project	Hastings	Alternative Schools
	Religion in Human Culture	Minneapolis	Social Science
	Project SHARE	Hendrum	Special Education
	Systematic Instructional Management Strategies	Minneapolis	Special Education
	Urban Arts Program	Minneapolis	Special Interests
	VRP: Reading Power in the Content Areas	Minneapolis	Basic Skills
Mississippi	LeFlore County Follow Through Resource Center*	Greenwood	Basic Skills
Missouri	Central Institute for the Deaf	St. Louis	Early Childhood
	Comprehensive School Mathematics Program	St. Louis	Basic Skills
	Conceptually Oriented Mathematics Program	Columbia	Basic Skills
	Kansas City Follow Through Project*	Kansas City	Early Childhood
	Parent-Child Early Education Program	Ferguson	Early Childhood
Montana	Northern Cheyenne Follow Through Project*	Lame Deer	Early Childhood
	Precision Teaching Project	Great Falls	Special Education
Nebraska	Project INSTRUCT	Lincoln	Basic Skills
	Project Success for the SLD Child	Wayne	Special Education
New Hampshire	Basic Skills in Reading	Manchester	Basic Skills
	Project Real*	Lebanon	Early Childhood
New Jersey	ACTIVE	Oakhurst	Special Education
	Elemere Project	Glassboro	Special Education
	Glassboro Right-To-Read Project	Glassboro	Basic Skills
	Human Educational Awareness Resource	Princeton	Career/Vocational
	Individualized Language Arts	Weehawken	Basic Skills
	Institute for Creative Education	Sewell	Special Interests
	Institute for Political and Legal Education	Sewell	Social Science
	Learncycle: Responsive Teaching	Teaneck	Preservice/Inservice
	New Jersey Writing Project	Monmouth	Basic Skills
	Perception+	Union	Early Childhood
	Pollution Control Education Center	Union	Environmental/Science
	Trenton Follow Through*	Trenton	Early Childhood
New York	Project CHILD	Geneseo	Bilingual/Migrant
	Community School 77 Bronx Follow Through Program*	Bronx	Early Childhood
	Diagnostic Prescriptive Arithmetic	Staten Island	Basic Skills
	ECOS Training Institute	Yorktown Heights	Preservice/Inservice
	Mother-Child Home Program	Freeport	Early Childhood
	New York State External High School Diploma Program	Syracuse	Adult Education
	Title I Children's Program	Brooklyn	Basic Skills
	Weeksville School/Bank Street College*	Brooklyn	Early Childhood
North Carolina	Ombudsman	Charlotte	Special Interests
	Project Reading Improvement	Burgaw	Basic Skills
	Sequential Physical Education Reform	Marion	Special Interests
North Dakota	Elementary Metric Project	Bismarck	Preservice/Inservice
	Northwest Special Education	Lignite	Special Education
Ohio	Akron Follow Through*	Akron	Early Childhood
	Career Development Programs	Akron	Career/Vocational
	Curriculum for Meeting Modern Problems	Lakewood	Special Interests
	Dayton Direct Instruction Follow Through Resource Center*	Dayton	Basic Skills
Oklahoma	Oklahoma Child Service Demonstration Center	Cushing	Special Education
Oregon	Experience-Based Career Education	Portland	Alternative Schools
	Teaching Research: Infant and Child Center Classroom	Monmouth	Special Education
Pennsylvania	COPE	West Chester	Early Childhood
	Project KARE	Blue Bell	Environmental
	Philadelphia Follow Through Resource Center*	Philadelphia	Basic Skills
	Project Management Basic Principles and Techniques	Philadelphia	Preservice/Inservice
Rhode Island	Alternate Learning Project	Providence	Alternative Schools
	Reading Instruction and Pupil Personnel Services	Portsmouth	Basic Skills
	SEAPORT	Newport	Basic Skills
Tennessee	Clinch-Powell Educational Cooperative	Tazewell	Early Childhood
Texas	Adult Performance Level Project	Austin	Adult Education
	Computer-Based Planning Resources	Dallas	Management
	Corpus Christi Follow Through Bilingual Project*	Corpus Christi	Bilingual/Migrant
Utah	Critical Analysis and Thinking Skills	Salt Lake City	Special Interests
	Exemplary Center for Reading Instruction	Salt Lake City	Preservice/Inservice
	Goal-Based Educational Management System	Sandy	Basic Skills
	Programmed Tutorial Reading	Farmington	Basic Skills
	Project SKI*HI	Logan	Special Education
	Utah System Approach to Individualized Learning	Salt Lake City	Management
Virginia	Computer-Assisted-Diagnostic-Prescriptive Program	Dillwyn	Basic Skills
	Richmond Follow Through Resource Center*	Richmond	Early Childhood
Washington	Communication Programs	Seattle	Early Childhood
	Project ECOLogy	Seattle	Environmental/Science
	Project Equality	Seattle	Career/Vocational
	Project Home Base	Yakima	Early Childhood
	HOSTS	Vancouver	Basic Skills
	Individualized Bilingual Instruction	Pasco	Bilingual/Migrant
	Model Classrooms	Bellevue	Basic Skills
	Program for Children with Down's Syndrome	Seattle	Early Childhood
	Secondary Credit Exchange Program	Sunnyside	Bilingual/Migrant
West Virginia	Experience-Based Career Education	Charleston	Career/Vocational
Wisconsin	Academic Improvement Through Language Experience	Kenosha	Basic Skills
	Project I-C-E	Green Bay	Environmental/Science
	Me/Me Drug Prevention Education Program	Appleton	Special Interests
	Portage Project	Portage	Early Childhood
	Strategies in Early Childhood Education	Waupum	Basic Skills

Follow Through Program*

APPENDIX F

National Diffusion Network (NDN) Facilitators, 1979-80

NDN Facilitators, located in all 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands, assist public and private schools that are searching for ways to improve their educational programs. NDN Facilitators can supply additional information about the NDN Developer/Demonstrator projects, put educators directly in touch with the projects for additional information, and help arrange for adoptions of exemplary projects.

ALABAMA
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Alabama Facilitator Project
Alabama Information and Development System
Alabama Department of Education
Room 347 — State Office Building
Montgomery, Alabama 36130
(205) 832-3138

ALASKA
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Alaska Department of Education
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Juneau, Alaska 99811
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APPENDIX G

BEHAVIORAL OUTCOME POSSIBILITIES FOR OBJECTIVES CITED IN PAGES 42-44

Objective #1: To improve spelling performance.
Behavioral Outcome #1: Given a sample list of 25 5th grade spelling words, all students in grade 5 will be able to correctly spell 20 of the words.

Objective #2: To demonstrate proficiency in mathematics.
Behavioral Outcome #2: As of June 1, ninety percent of the 9th grade students will achieve or exceed the median score, based on the National Iowa Basic Skills norms for that population.

Objective #3: To establish rapport among students.
Behavioral Outcome #3: By the end of the unit on "Human Interpersonal Relationships," all students in Sociology #1 will evidence 25% improvement in interaction with classmates, based on the pre-post administration of the Human Relations Sociometric Instrument.

Behavioral Outcome #1

Component	Statement or Phrase Which Complies With the Requirement
.Who:	all students in grade 5
.What:	will be able to correctly spell
.Standard:	20 of the words
.Conditions/ Restrictions:	Given a sample list of 25 5th grade spelling words.

Behavioral Outcome #2

.Who:	90% of the 9th grade students
.What:	will achieve or exceed
.Standard:	the median score, based on the National Iowa Basic Skills norms for that population
.Conditions/ Restrictions:	as of June 1.

Behavioral Outcome #3

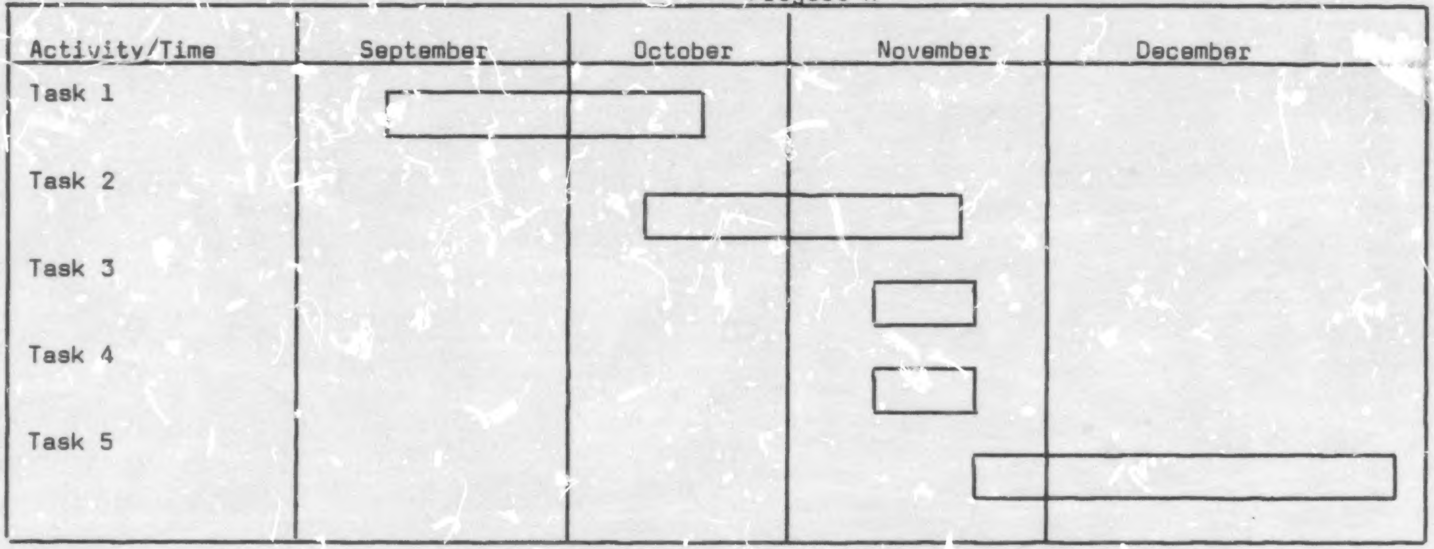
.Who:	all students in Sociology #1
.What:	will evidence
.Standard:	25% improvement in interaction with classmates, based on the pre-post administration of the Human Relations Sociometric Instrument
.Conditions/ Restrictions:	by the end of the unit on "Human Interpersonal Relationships"

APPENDIX H

GANNT CHART

The simplest of the more sophisticated planning devices is the "matrix" or "grid" approach.

Project A



The most familiar matrix schedule is the 2-dimensional time/task grid, often referred to as the GANTT chart (for its inventor) or, more simply, the bar chart. We've all seen this device, even if we didn't know what it is called. It is a rectangular array, with classes of information on two (sometimes 3 or 4) sides. This is its simplest form.

]

APPENDIX I

ACCOUNT NUMBERS OF FREQUENTLY USED COST ITEMS[1]

Refer to the New Jersey Chart of Accounts for a detailed description of all object accounts and other accounts as may be applicable to the project.

Audit	- 120
Consultants (Evaluation & Research)	- 120
Consultants (Curriculum)	- 250
Equipment Purchases	- 730
Equipment Maintenance	- 720
Equipment Rental (instructional)	- 250
Equipment Rental (non-instructional)	- 130
Fringe Benefits (other than insurance)	- 810
Indirect Costs	- 130
Insurance	- 820
Library & Audio Visual Materials	- 230
Postage	- 130
Printing & Photocopying (administration)	- 130
Printing & Photocopying (instructional)	- 240
Salaries (administration)	- 110
Salaries (guidance and counseling)	- 214
Salaries (secretarial/clerical)	- 215
Salaries (teachers)	- 213
Salaries (teacher aids)	- 216
Salaries (substitute teachers)	- 213
Supplies, Instructional	- 240
Supplies, administration	- 130
Telephone	- 640
Textbooks	- 220
Travel (administration)	- 130
Travel (instructional)	- 250

---

[1] "Guidelines and Application Instructions for ESEA Title IV (P.L. 95-561), Part B and Part C," 1979-80

APPENDIX J

IV-C WORK PLAN

Please complete one page of the work plan for each significant activity.

Objective No.1	To develop and revise a math curriculum in basic skills for Grades 9-12.
Activity No. 1.1	Activity Timeline: September 15 - October 30

To research existing literature, organize and select appropriate materials.	Account Number	FUNDING SOURCE(s)				
		IV-C	Local	Other Federal	Grant Related Income	Other
COST ITEMS						
Project director for 5 working days @ $80	110	400.00				
Administrative materials	130	25.00				
Photocopying 200 pages @ .05/page	130	10.00				
Professional books and journals	130	125.00				
Project director travel, 200 miles @ .15/mile	130	30.00				
Secretary for 3 working days @ $35	215	105.00				
Curriculum consultant for 1 day @ $90	250	90.00				
PLEASE ARRANGE ACCOUNT NUMBERS IN NUMERICAL ORDER TOTALS		785.00				

SAMPLE OF ACCEPTABLE WORK PLAN

APPENDIX K

PROJECT A.C.T.I.V.E. TEACHER TRAINING PROGRAM

An NDN Developer/Demonstrator Project

Project Director:
Dr.Thomas M.Vodola

ESEA, Title IV-C
Project No.72-341

TRAINEE EVALUATION FORM

Training Site ______________________ Instructor(s) ________________

Date ____________________

Check One: ____________ Clinic ___ Teacher Training Workshop _____ Maxi _____ Mini

Directions: Please rate each phase of the training program on the basis of the rating scale on the bottom of the page.

		POINTS
A.	TEACHING MODEL KIT	
	1. Quality of the training manuals(s).	______
	2. Quality and sufficiency of the resource materials.	______
	Sub-mean =	______
B.	PRACTICUM EXPERIENCES	
	3. Structure of the competency-based experiences.	______
	4. Sufficiency of the practicum experiences.	______
	5. Variety of handicapping conditions available.	______
	6. Quality and sufficiency of diagnostic experiences.	______
	7. Quality and sufficiency of the prescriptive/evaluative experiences.	______
	Sub-mean=	______
C.	INSTRUCTORS	
	8. Clarity of the lectures	______
	9. Quality of the competency demonstrations.	______
	10. Quality and sufficiency of trainee supervision, assistance, and guidance.	______
	Sub-mean =	______
	TOTAL	______

COMMENTS

OUTSTANDING PROGRAM FEATURES	RECOMMENDATIONS
1.	1.
2.	2.
3.	3.

RATING SCALE

2	4	6	8	10
Poor	Fair	Average	Good	Excellent

cc:

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Fairfax, VA.:
NAVA, 3150 Spring Street 22031. 1979, 225 pp.

Descriptor: Provides information about 49 federal programs under which 400 million dollars may be used to purchase audio-visual materials, equipment and services.

Implications for Proposal Writing:

1. Includes a chapter which gives a step-by-step explanation of how to apply for federal funds, titled "How to Write a Grant-Winning Proposal."
2. Identifies grant programs compatible with varied needs.

CSE Test Evaluation Series: CSE Elem.School Test Evaluation, 1970; CSE-ECRC Preschool/Kindergarten Test Evaluation, 1971; CSE-RBS Test Evaluation of Higher-Order Cognitive, Affective and Interpersonal Skills, 1972; and CSE Secondary School Test Evaluation, 1974. Los Angeles, CA.: Dissemination Services, Center for the Study of Evaluation, Graduate School of Education, University of California, 405 Hilgard Ave. 90024.

Descriptor: Provides catalogs of all available tests and evaluations relative to: measurement validity, examinee appropriateness, administrative usability and normal technical excellence.

Implications for Proposal Writing:

1. Provides a single source for identifying needed evaluation instruments.
2. Enables one to select the most appropriate instruments.

EDGAR, Federal Register, Part II. Washington, D.C.: Division of Regulations Management, U.S.Office of Education, 400 Maryland Avenue, SW, Room 2129, FOB-6 20202, April 3, 1980.

Descriptor: Provides information about direct grant programs, state-administered programs, general definitions, and the new Education Appeal Board.

Implications for Proposal Writing:

1. Provides detailed information and guidelines for applying for OE funds.
2. Includes selection criteria which apply to direct grant and state-administered programs governed by the Education Division, HEW.

Educational Programs That Work. Prepared for the National Diffusion Network, Division of Educational Replication, Dept. of Education, by the Far West Laboratory, 1855 Folsom Street, San Francisco, CA. 94103, Sixth Edition. Fall, 1979.

Descriptor: Explains all JDRP-validated programs in the United States. Provides information relative to: descriptors, target audience, description, evidence of effectiveness, implementation requirements, financial requirements, and services available.

Implications for Proposal Writing:
1. Assist in the review of literature.
2. Provides sources of innovative curriculum materials, test instruments, and research designs.
3. Includes list of State Facilitators who can expedite the submission of a Title IV grant application.

Educational R&D Report. R&D Interpretation Service, CEMREL, Inc., 3120 59th Street, St.Louis, MO. 63139.

Descriptor: A quarterly publication which provides up-to-date information about research and development outcomes. Emphasized are: "R&D Outcomes," "R&D Happenings," and "R&D Training."

Implications for Proposal Writing:
1. Highlights recent research findings; implications: assists in the review of literature.
2. Reports on local, state and federal R&D priorities and thrusts; implications: provides insight into topics which have state and federal appeal.
3. Tells where to locate R&D training materials, resources and products; implications: provides sources of materials and products which may be adaptable to one's study.

Fitz-Gibbon, Carol Taylor and Lynn Lyons Morris. How to Design a Program Evaluation. Los Angeles, CA.: Center for the Study of Evaluation, University of California, 1978, 164 pp.

Descriptor: Discusses all elements of evaluation design and provides samples of acceptable designs.

Implications for Proposal Writing:
1. Provides guidelines for selecting a design appropriate for your study.
2. Provides a step-by-step procedure which can be used to randomize the students into study groups.

Kiritz, Norton J. Proposal Planning and Proposal Writing: Expanded Version. Los Angeles, CA.: The Grantsmanship Center, 1979, 79 pp.

Descriptor: Includes and discusses all of the components of proposal writing. Profusely illustrated with examples.

Implications for Proposal Writing:
1. Provides an alternative vehicle for checking the quality of your proposal.
2. Highlights other important grant writing strategies which may enhance your application.

LINC Services, Inc. Toward Successful Distribution. Westerville, OH.: Market Linkage Project for Special Education, 829 Eastwind Drive 43081. (n.d.) 91 pp.

Descriptor: Provides the project director with information, which, when considered during the developmental phase, will help ensure that his/her end results, product or program will be in appropriate format for dissemination or marketing.

Implications for Proposal Writing:

1. Assists in the development of new products. Addresses: planning, marketing, product development, testing, legal considerations, and production concern.
2. Includes an alternative planning tool format for scheduling activities and budgeting.
3. Provides guidelines for product field-testing and validation.

Lindquist, Jack (ed.). Increasing the Impact of Social Functions Funded by Grantmaking Organizations. Battle Creek, MI.: The W.K. Kellogg Foundation, 1979, 324 pp.

Descriptor: Reflects a joint effort of representatives of funding agencies and other individuals who have studied the dissemination of innovative programs.

Implications for Proposal Writing:

1. Provides types of dissemination and includes "tips" for initiating the same.
2. Includes a chapter on "Dissemination Through Networking."

Tallmadge, G.Kaster. Ideabook: the Joint Dissemination Review Panel. Washington, D.C.: USHEW, USOE, and NIE, October, 1977, 113 pp.

Descriptor: Written for the practioner who seeks to submit a study for JDRP approval. Discusses all of the essentials of an adequate evaluation.

Implications for Proposal Writing:

1. Provides excellent guidelines for all facets of evaluation design.
2. Describes the common design hazards and explains how to avoid the same.
3. Includes examples which clarify some of the abstract concepts.
4. Includes JDRP submission guidelines.

Vodola, Thomas M. Developmental and Adapted Physical Education: A Competency-Based Teacher Training Manual. Oakhurst,N.J.: Township of Ocean School District, 163 Monmouth Road 07755. 1975, 211 pp.

Descriptor: Chapter 3 (pp.25-84) explains PERT Networking and activity checklists and provides a variety of examples related to each technique.

Implications for Proposal Writing:

1. Provides guidelines for preparing visually descriptive flow charts.
2. Provides a format for listing sequentially activities and strategies.

White-Stevens, Lillian, Ph.D. Guidelines for Writing and Printing Manuals.
Hopewell, N.J.: April, 1979. 85 pp.
(Mimeographed.)

Descriptor: Written as a resource manual for project directors andtheir staff. Provides a step-by-step procedure for organizing and writing manuals.

Implications for Proposal Writing:

1. Provides some "do's and don'ts" for the manual writer which are equally appropriate for one who is preparing a grant proposal; example: "Good organization is of greater importance than good writing," p.6.)
2. Includes An Appendices which provides samples of prefatory materials and other manual-related materials.

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